

School Improvement Grants

Application for FY 2013 New Awards Competition

**Section 1003(g) of the
Elementary and Secondary Education Act**

Fiscal Year 2013

CFDA Number: 84.377A

Utah LEA Application



Leadership...Service...Accountability

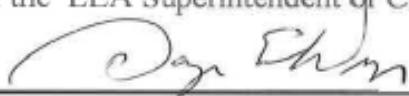
U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2016

Paperwork Burden Statement

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UTAH 2013 SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: San Juan School District	Applicant's Mailing Address: 200 North Main Street Blanding, Utah 84511
LEA Contact for the School Improvement Grant Name: Lynnette Johnson * Position and Office: Student Services Director Contact's Mailing Address: 200 North Main Street; Blanding, Utah 84511 Telephone: (435) 678-1227 Fax: (435) 678-1404 Email address: ljohnson1@sjsd.org	
LEA Superintendent or Charter School Director (Printed Name): Douglas E. Wright	Telephone: (435) 678-1211
Signature of the LEA Superintendent or Charter School Director X 	Date:
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.</p>	

STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2013

LEA APPLICATION: REQUIREMENTS

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority School the LEA commits to serve and identify the model that the LEA will use.

SCHOOL NAME	NCES ID #	PRIORITY INTERVENTION			
		Turnaround	Restart	Closure	Transformation
Montezuma Creek Elementary					<u>X</u>
<u>Monument Valley High School</u>					X
Whitehorse High School					X

PART 1: DESCRIPTIVE INFORMATION

The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

A. The LEA has analyzed the needs of each Priority School identified in the LEA's application and has selected an intervention for each school.

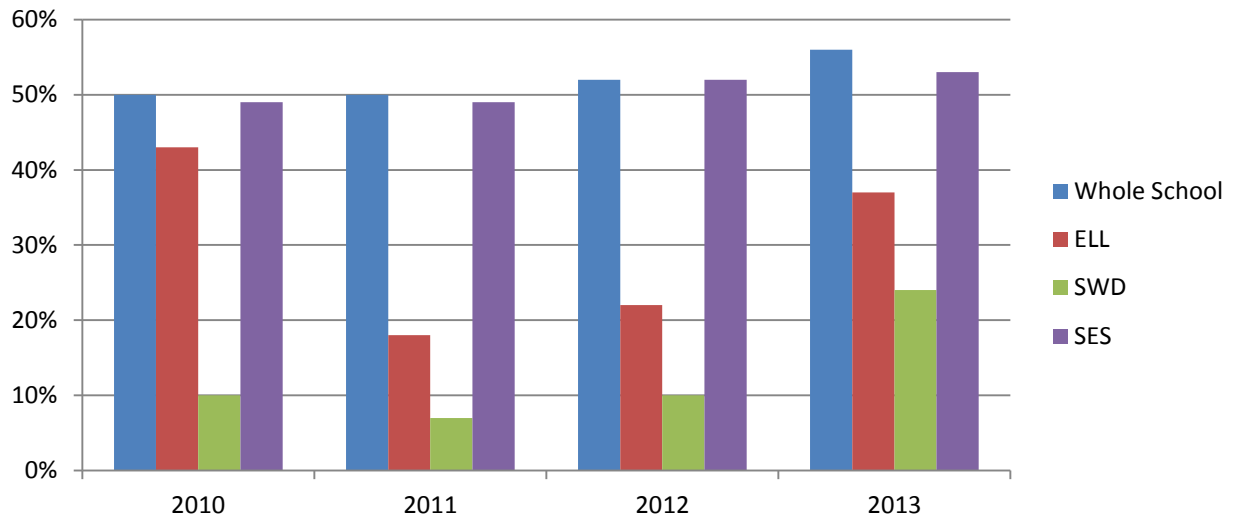
1. The state of Utah requires that any LEA making application for the School Improvement Grants 1003(g) must analyze the needs of each Priority School for which it applies that appears on the state's identified Priority School list. Included in the analysis of each school, the LEA must consider the following:
 - a. The **percent of students scoring proficient** in Reading/ Language Arts and Mathematics (LEAs are to consider both overall school and subgroup achievement);
 - b. **Trend data** for both Reading/Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Monument Valley High School

Students at Monument Valley High School are 98% American Indian (Navajo) with a poverty rate of 96%. This results in minimal differences in these subgroups when compared to the Whole School scores. ELL and SWD scores are 19% and 32% lower than the whole school for Language Arts. Language Arts has hovered at 50% proficient the last four years and is up 4% this past year.

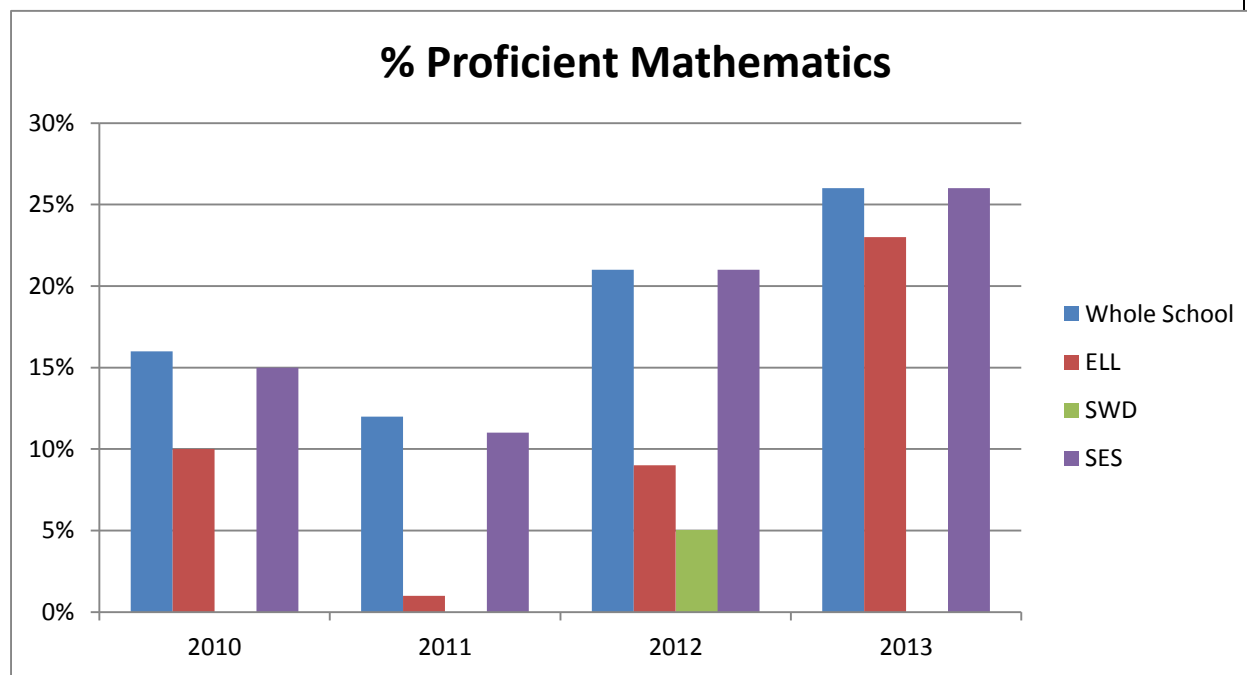
	% Proficient Language Arts			
	2010	2011	2012	2013
Whole School	50%	50%	52%	56%
ELL	43%	18%	22%	37%
SWD	10%	7%	10%	24%
SES	49%	49%	52%	53%

% Proficient Language Arts



Mathematics proficiency levels while making slight improvements are still unacceptably low. The whole school is only 3% higher than the ELL subgroup and identical for SES. Students with disabilities have no proficiency at all for 2013, only 5% for 2012, and 0% in the two preceding years.

	% Proficient Mathematics			
	2010	2011	2012	2013
Whole School	16%	12%	21%	26%
ELL	10%	1%	9%	23%
SWD	0%	0%	5%	0%
SES	15%	11%	21%	26%



MONUMENT VALLEY HIGH

2012-13

Grades 7-12

SAN JUAN DISTRICT

Grades Tested: 07-08

Address:

P O BOX 360008
MONUMENT VALLEY, UT 84536

Phone: (435) 678-1208

Principal: Sylvia McMillan

Number of Teachers: 15

Enrollment: 234

Minority: 99%

English Learners: 42%

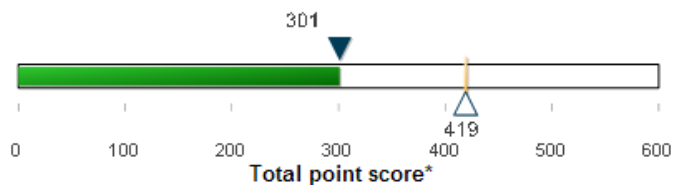
Low Income: 95%

SWD: 10%



School Performance

▼ School ▲ State



Total Points

301/600

Growth Points

147/300

State: 185

Achievement Points

154/300

State: 233

All Students

96/200

Below Proficient

51/100

College & Career
Readiness

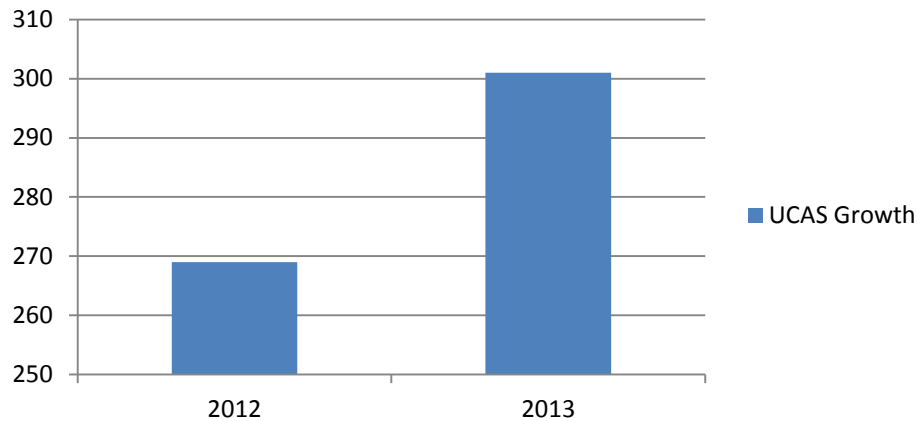
100/150

Proficiency

54/150

* Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.

MVH UCAS Growth



While Monument Valley gained an overall 32 points out of a possible 600 on the Spring 2013 UCAS report, or a 5% gain. We believe this growth is due to the positive direction of the schools' FOCUS improvement plan, but considering the low academic achievement of the school, this gain is not an acceptable rate of improvement.

Monument Valley is tied for second place for USOE's Priority Status schools list of schools eligible to apply for SIG funding and is the lowest Secondary School eligible for funding. Their report card grade is a F.

School Grade

SAN JUAN DISTRICT
MONUMENT VALLEY HIGH
Grades 07-12

Overall 369/750 49% F
Points Percent Grade

Proficiency		Points Earned
	Language Arts	57/100
	Mathematics	24/100
	Science	26/100
Total Proficiency		107/300

Growth		Points Earned
All Students	Language Arts	25/50
	Mathematics	28/50
	Science	27/50
Below Proficient	Language Arts	27/50
	Mathematics	29/50
	Science	26/50
Total Growth		162/300

College & Career Readiness		Points Earned
	Graduation	100/150
Overall		100/150

- c. **Demographic information** relevant to the school's achievement in Reading/Language Arts and Mathematics;

Monument Valley High School

The Navajo Nation Department of Head Start 2010 report states that:

The economy of the Navajo Nation is comparable to that of a third world country. High unemployment rate, lack of income, paved roads, modern housing and amenities, lower education level, high poverty rate, an historic lack of communication infrastructure are just a few examples of the problems faced by the Navajo people.

- The Unemployment rate on the Navajo Nation is almost 11 times more than in the United States,*
- Per Capita Income on the Navajo Nation is 4.59 less than the rest of the United States,*
- The Navajo Nation has the worst poverty rate in the United States (56.1 percent), and*
- No less than 60 percent of Navajo Nation monies is spent in off-reservation communities,*
- Only 15% of Native households have computers,*
- Only 22% of Navajo households have telephones,*
- Only 47% of Native households on all Four Corners reservations have telephones, while*
- 94% of American households have telephones.*

30.4% of San Juan County's adult population does not have a high school diploma, the lowest percentage of all counties in the state, and about half of the adults on the Navajo reservation do not have a diploma. All these factors contribute to the low achievement and cycle of hopelessness in reservation schools. Monument Valley High School mirrors these same challenges.

Monument Valley High School is located on the Navajo Nation and the demographics for students are indicative of the challenges faced by this disenfranchised population. Slightly over half of the students are considered Homeless and 42% are ELL. One third of the students who begin high school do not graduate.

The Monument Valley community and Monument Valley High School struggle to access services available in more urban areas. Jurisdiction boundaries often prohibit supportive and prompt social service and law enforcement response. Since many homes lack internet and phone services, as well as experience cultural and language barriers, schools often encounter difficulty communicating effectively with parents. Furthermore, engaging parents in the quest for higher student academic achievement can be challenging.

Enrollment	234
Ethnicity-Navajo	98%
ELL	42%
Poverty (SES)	94%
McKinney	51%
Homeless	
Graduation Rate	67%

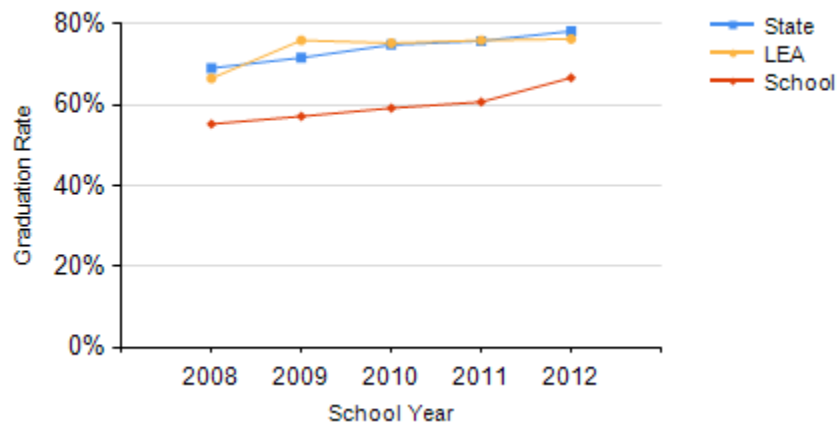
- d. **Contextual data** for the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);

Monument Valley High School

Monument Valley attendance averages 93%, with 44% of students absent 10 days or more during the school year (3% more than the District average and 13% more than the State average).

Student Summary Information	School		LEA		State	
Enrollment Count	234		3064		601408	
Average Daily Attendance	93%		94%		95%	
Students Absent >= 10 days	104	44%	1,270	41%	187,477	31%
Mobility Rate	12%		10%		9%	

Its 67% graduation rate has steadily improved over the past 5 years, but is still unacceptable low.



90% of students ride the bus to attend school, with the farthest distance (one way) 31.9 miles. Most students spend more than an hour every day riding a bus to get to school. The distance students live from the school makes parent communication/involvement, transportation, supervision, and afterschool programs challenging.



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Monument Valley High School

Monument Valley, UT

February 22, 2013































Progress Report

Signal Analysis Legend

	Exemplary		Improvement
	Superior		Progress
	Typical		No Change
	Opportunity to Improve		Regress

The table presented below summarizes global domains by audience for the last two times ISQ was used by the school. The more recent data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) change for that domain, item, or audience. The reverse side of this report is a breakdown for each domain by item.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support				
Teacher Excellence				
Student Commitment				
School Leadership				
Instructional Quality				
Resource Management				
School Safety				

UtahState
UNIVERSITY

The ISQ summary chart above shows overall satisfaction with the school experience in almost all categories despite the school's history of unacceptable academic performance. The previous building administrator had established strong school and community relationships, but was unable to

move the school ahead with raising expectations for academic performance. The subsequent removal of the principal has been stressful as a new administration begins to set a different direction for the school.

School Discipline:

Monument Valley is evaluated each year by a team led by District Ed. Psych. Vernon Hatch. Their School-Wide Evaluation Tool (SET) score is summarized below. The school is expected to implement a Positive Behavior Intervention and Supports (PBIS) approach to discipline.

Despite school training and support, the summary 2013-14 evaluation shows a need to improve implementation overall and especially in the areas of Violations Systems and Decision-Making.

School-Wide Evaluation Tool Subscale

Monument Valley High School

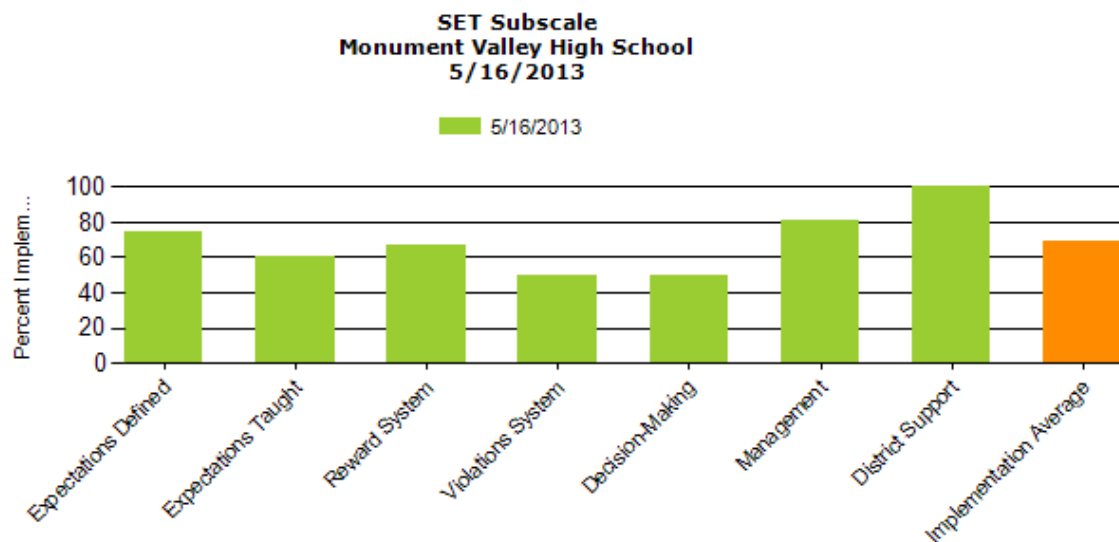
San Juan School District

NCES ID: 490090000802

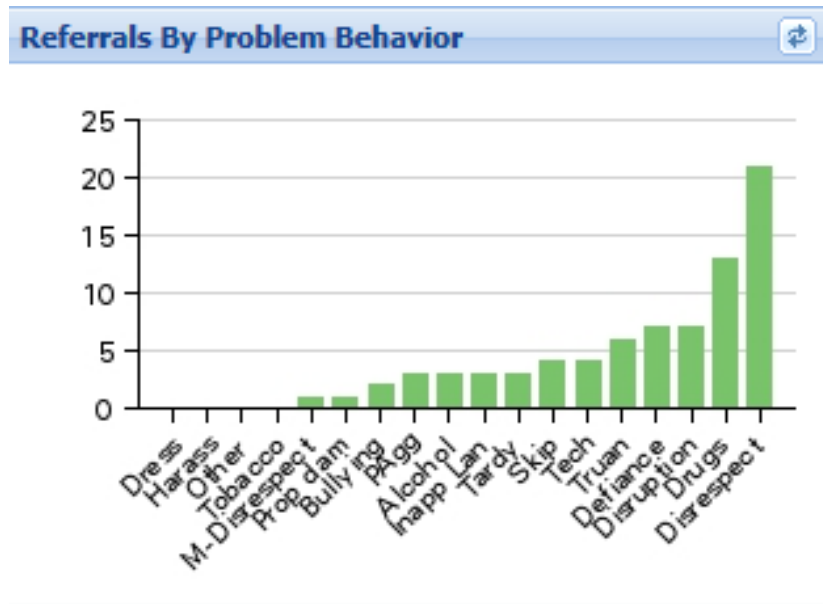
Monument Valley, Utah

Date Completed: 5/16/2013

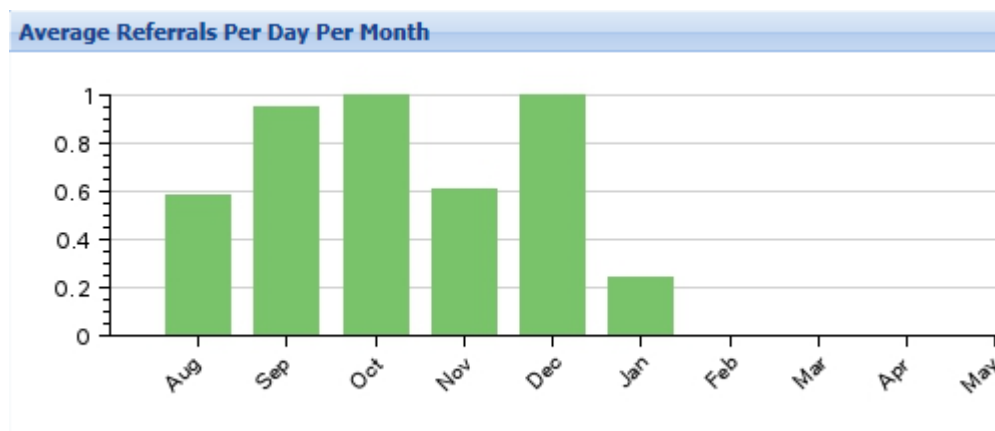
Implementation Status: Pre



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
5/16/2013	75.00%	60.00%	66.67%	50.00%	50.00%	81.25%	100.00%	69.00%



This chart shows behaviors referred to the office between August 15, 2013 and January 31, 2014. Disrespect is by far the most referred behavior in the school, followed by Drug violations and Disruptions.



Average referrals are down for the month of January, which is promising but too short a time period to gauge whether this is a trend toward improved student behavior.

- e. **Teacher information** (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);

Monument Valley High School								
Monument Valley High Teacher Information								
Teacher	Assignment	Turnover Rate	FTE	HQ FTE	Attendance	Level of Ed.	Yrs of Exp	Evaluation
DB	Hert. Lang		1.00	1.00	93%	MASTER	15	Proficient
JB	Art	New Position	1.00	1.00	99%	BACH	1	In Progress
DB	Science	New Position	1.00	0.86	98%	MASTER	6	In Progress
KB	Lang.Arts	New Position	1.00	0.84	99%	BACH	1	In Progress
RC	Math		1.00	1.00	94%	BACH	4	Proficient
JD	PE/Health		1.00	1.00	95%	BACH	18	Proficient
HD	At-Risk		1.00	1.00	95%	BACH +30	20	Proficient
AD	CTE		1.00	1.00	94%	BACH +15	30	Proficient
JG	CTE	New Position	1.00	1.00	96%	BACH	1	In Progress
DG	SocStud		1.00	1.00	97%	BACH +30	6	Proficient
LJ	CTE		1.00	1.00	93%	MASTER +30	24	Proficient
JJ	Music	New Position	1.00	1.00	98%	BACH	3	In Progress
CK	Lang.Arts	New Position	1.00	1.00	98%	BACH	1	In Progress
NP	Math/Sci	New Position	1.00	1.00	98%	BACH	1	In Progress
VR	Reading		1.00	0.00	98%	BACH	4	Proficient
MS	SpEd		1.00	1.00	92%	MASTER	21	
Average		44%		92%	96%	BACH+15	9.75	

- f. **Administrator information** (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluations); and

Monument Valley High School	
Dr. Sylvia McMillian is in the first year of her principalship and was hired with the expectation that she leads the Transformational effort at Monument Valley. The District made changes in our	

recruiting and interviewing process (implemented a UVA approach) in order to ensure the best possible candidate was hired.

Dr. McMillian has a wealth of experience in international education, charter and private schools. She has consulted for the: Madison House Autism Foundation; Children of Ethiopia Educational Fund; Arcadia Educational Partners and has been the Director for the Odyssey Charter School and Rising Star Outreach of India. Dr. McMillan has worked as an Assistant Project Manager for Apple Inc.

(See Attachment #1)

g. Effectiveness of prior school reform efforts.

Monument Valley High School

Monument Valley is in their second year of their FOCUS plan. Their scores are flat. Language Arts was at 55% proficient in 2012 and is now 2% higher with a 57%. Mathematics is the same 24% proficient. This historic lack of performance has been the catalyst for the District to make the bold leadership and teacher changes in the school this past spring and request the resources of a School Improvement Grant.

	Proficiency Rate	# of Tests	Points	Links
<u>Language Arts</u>	<u>57%</u>	133	24/43	Gap Report AMO Report
<u>Mathematics</u>	<u>24%</u>	90	10/43	Gap Report AMO Report

Language Arts Test

Target AMO	2012	2013	2014	2015	2016	2017
All Students	59%	63%	66%	70%	74%	78%
American Indian	59%	63%	66%	70%	74%	78%
Economically Disadvantaged	57%	61%	65%	69%	73%	76%
English Learner	33%	39%	45%	51%	57%	63%

Mathematics Test						
Target AMO	2012	2013	2014	2015	2016	2017
All Students	33%	39%	45%	51%	57%	63%
American Indian	33%	39%	45%	51%	57%	63%
Economically Disadvantaged	33%	39%	45%	51%	57%	63%
English Learner	21%	29%	36%	43%	50%	57%

The USOE will use the Utah 2013 LEA SIG Review Checklist page 2 to review this requirement.

2. Based on the thorough analysis of the above data, the LEA must select, design, and implement interventions consistent with the final federal requirements.
 - a. Identify the school(s) for which the LEA is making application;
 - b. Identify the intervention model chosen for each school; and
 - c. Provide the rationale for the model chosen for each school.

Monument Valley High School
<p>After analysis of the intervention models, San Juan School District is choosing to adopt the Transformation Model for the School Improvement Process. The Restart and Closure models are not feasible as our schools are extremely remote and other options for other schools are not available. The Turnaround model was not deemed the best fit either as we have significant staffing/turnover challenges.</p> <p>The Transformational Model allows us the flexibility to make needed and appropriate staffing changes, implement the research based reform strategies, focus district resources of both time and personnel, and provide needed additional school improvement resources.</p>

The USOE will use the Utah 2013 LEA SIG Review Checklist page 3 to review this requirement.

3. The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. NOTE: Please see the LEA Turnaround Model Checklist, the LEA Transformational Model Checklist, or the LEA Closure Model Checklist in the Appendix. In Utah, due to Charter School Legislation, it is not possible to choose the LEA Restart Model.

This information must include the following:

- a. Describe how the LEA will **implement with fidelity each requirement** associated with the intervention model(s) selected for its eligible schools;
- b. Provide sufficient information describing how the LEA will successfully **implement each requirement**;

Monument Valley High School

TRANSFORMATIONAL MODE REQUIREMENTS

Teacher And School Leader Effectiveness

Strategy1.A: Replace the principal who led the school prior to commencement of transformation model.

The spring of 2013, the District undertook a very painful task to replace a much beloved, but relatively ineffective principal at Monument Valley High School and hired a new instructional leader with the expectation that she could be successful in making much needed changes at the school. This new principal was unable to make headway in substantial school reform and resigned at the end of the year.

The District hired a new principal beginning the 2014-15 school year and has high hopes that he can make the needed changes to improve academic performance and school culture. Because of the great difficulty of hiring and retaining quality administrators, a priority of this project will be to provide higher supplemental salary for the principal, vice principal and core teachers.

Strategy 1.B: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.

San Juan School District is implementing the new Utah Measurement of Instructional Effectiveness (UMIE) evaluation system and has done extensive, ongoing training for all administrators. This instrument will be a foundation piece of our rigorous, transparent and equitable evaluation system for teachers and principals.

San Juan School District will be subject to the new State requirement that ties student growth to the evaluation and pay structures.

Senate Bill 64 (1st sub.): Public Education Employment Reform

- *Specifies that educator evaluations be based on students learning growth (or achievement) and instructional quality (lines 632-638)*
- *Requires the development and implementation of a valid and reliable evaluation tool (lines 468-477)*
- *Allows a local school board to develop its own evaluation program, within guidelines set by the State Board of Education, or adopt an evaluation program developed by the State Board (lines 524-526)*
- *Clarifies the expectations for providing a plan of assistance to an employee in order to improve employee performance and provide a quality educator in every classroom (lines 669-673)*
- *Requires a district's compensation system be aligned with an annual evaluation system (lines 827-831)*

- Provides that any advancement on a salary schedule be based primarily on an evaluation (lines 833-834)
- Specifies that an employee may not advance on a salary schedule if their rating is the lowest level on a four-point scale (lines 835-837)
- With certain exceptions, provides that an employee may not advance on a salary schedule if their rating is the second lowest level on a four-point scale (lines 840-845)

This new evaluation system was developed throughout the state with extensive educator and parent input. San Juan School District worked with USOE to pilot the instrument during the 2012-13 school year and had the opportunity for input on its development. Teachers' Association representatives have had discussion and input with District Administration throughout the pilot.

Formative evaluation supports include: structured classroom walkthroughs, an annual Indicators of School Quality (ISQ) survey instrument, collaborative team coaching data, and formative student assessment data.

Strategy 1.C: Identify and reward school leaders, teachers and other staff who have increased student achievement; remove those who have not done so.

The District has a tremendous challenge to recruit and retain both Highly Qualified and Highly Effective core subject teachers. Issues include: because the school is within the boundaries of the Navajo Nation reservation, teachers are unable to own a home, the community is in a remote location, most students are substantially below proficiency and the school culture has been fairly negative.

Supplemental pay will include a base amount to encourage Language Arts, and Mathematics teachers to remain at the school. They will be expected to put in place a effective data cycle which includes weekly data meetings, Deep Data Dives after District benchmark assessments and implementing 6 week Action Plans. Teachers who are not licensed, do not score as effective on evaluations or who are non-renewed will not qualify for this additional pay.

Supplemental Pay will be structured so all teachers have an opportunity to contribute to the goal of higher student achievement. This structure will honor the responsibility the Language Arts , Mathematics teachers have to provide the Tier 1 differentiated instruction and support in Tier 2 and 3 interventions as well as increased responsibility to implement the Driven by Data model It will provide incentive for elective teachers to mentor and tutor students to succeed academically.

Salary Stipendfor Language Arts and Mathematics teachers	
Supplemental stipend for Language Arts, Mathematics teachers	Total Annual Supplemenal Pay
	\$5,000

ANNUAL Supplemental Pay	\$5,000
--------------------------------	----------------

Elective teachers will have an opportunity to earn additional pay as well. . The teachers can earn an additional \$4,000 a year by successfully **mentoring** and tutoring students. Payment will be determined by the number of students' passing all classes each term.

Performance Pay for Mentor Teachers		
Individual Mentoring Bonus Teacher will be paid for each student they are assigned who passes each term.	Mentoring assigned students \$4,000 (\$3,500 ÷ # of students ÷ 4 terms = amount each student's performance is worth in bonus) Note: # of students assigned will be determined upon review of student data and recommendations of Check & Connect training.	Total Individual Possible Bonus \$4,000
ANNUAL POSSIBLE PERFORMANCE PAY BONUS		\$4,000

The school administration, (principal, vice-principal and counselor) will be eligible for supplemental pay as well based on increased responsibility. The principal will have the primary responsibility to be the instructional leader and ensure that student proficiency improves. The vice-principal will have a supportive role and will be especially involved in supervising the Elective/Mentor teacher effort. The counselor will work to provide data and student level information to administration and teacher collaborative teams to allow for informed decisions.

Salary Stipend for Administration			
	Base Incentive Pay	Proficiency Gain for Lang. Arts & Math	Total Annual Possible Bonus
Principal			\$5,000
Vice Principal			\$4,000
Counselor	\$1,500	\$1,500	\$3,000

The District has become increasingly vigilant about **removing ineffective teachers**. We will use all available data and the UMIE evaluation system to identify ineffective teachers, offer support and if they cannot improve, remove them from the school.

Strategy 1.D: Provide staff ongoing, high-quality, job-embedded professional development.

The school will have a strong component of quality ongoing, on-site professional development, which includes:

- During pre-implementation, the school and parent/community will participate in onsite **“Love and Logic”** training to support the positive climate change and help all stakeholders develop the same philosophy when disciplining and guiding students.
- The Superintendent has assigned the **Secondary Supervisor** to spend a minimum of 1 day per week onsite at Monument Valley High School. His role is to primarily mentor the administrative team, but he also provides onsite training for all staff in all areas of school improvement.
- **Innovations Education** will provide 36 days of onsite job embedded support by providing professional development that will be determined based on needs assessments and school plans. Monument Valley has been accepted into the **University of Virginia Partnership for Leaders in Education (UVA-PLE)** program for Cohort 11, 2014-16 school years. This highly respected and successful training will provide two years of school transformation training. District administration is currently involved in Cohort 11 and will be guiding the school with the UVA principles during all three years of the grant.

Training will include developing Transformational Leadership skills as well as how to analyze District Benchmark data using “Deep Data Dives” to interpret information, how to support and coach teachers as they develop 6 week Reteach Plans, and how to monitor the reteaching.

Strategy 1.E: Implement strategies designed to recruit, place, and retain staff

(e.g. provide additional compensation, institute a system for measuring changes in instructional practices, etc.).

The District takes seriously the responsibility of making the best hires possible and supporting teachers who are hired. However, recruiting and retaining not only Highly Qualified, but Highly Effective staff is a challenge due to the remote location of Monument Valley.

Teachers are unable to purchase homes or property in Monument Valley as it is part of the Navajo Nation reservation. The District provides housing for teachers at a subsidized rate, making it attractive for some teachers who would like to save money and live close to work.

For high needs subjects such as science and math, the district pays hiring bonuses and often moving expenses.

The SIG plan will allow us to pay teachers additional salary based on performance and additional levels of responsibility, , including extended learning time and planning/in-service days. This extra level of pay and recognition of excellent performance will add to our ability to recruit and retain staff.

Hiring a new Transformational Principal and working to create a more positive school will enhance job satisfaction and retention of quality educators. Improving the climate and culture of the school will be a primary goal of the plan.

We will **measure changes in instruction** using both formative and summative data sources including:

1. **Walkthrough data** based on the District's Instructional Norms gives instructional leaders opportunities to coach and conference with teachers about their practice.
2. **District Benchmark Assessments** will allow teachers to gauge their students' progress toward Utah's new, challenging Core Curriculum. The data will enable administrators and other instructional leaders to engage in "Deep Data Dives" with teacher, develop reteaching plans. Furthermore, instructional leaders will follow-up with additional observations and offer guidance/encouragement.
3. **SAGE end of year State Tests** will give summative data to both the teacher and administration about the effectiveness of instruction.
- 4.

Comprehensive Instructional Reform Strategies

Strategy 2.A: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards.

While the school will continue to use several research-based approaches (PLC/RTI interventions, ABC model), the primary focus for an instructional program that is research-based, vertically aligned and aligned with Utah Core Standards, will be the approach recommended by **University of Virginia PLE: the Driven by Data (Paul Bambrick-Santoyo) model.**

This model includes:

1. Identifying Essential Standards/Pacing Guides for each grade in both Language Arts and Mathematics.
2. Developing and administering regular District Benchmark Assessments.
3. Analyzing results of these assessments in a meeting with the Instructional Leader and teachers in "Deep Data Dives".
4. Developing 6 week Reteach Plans with support of the instructional leader.
5. Monitoring and observing Reteaching of standards. The Instructional Leader schedules observation of the reteach and conferences with the teacher about the lesson.

The district has worked with teachers and administrators to identify district-wide Essential Standards and District Benchmarks -<http://sjsd.org/cap> or language arts and mathematics. (See Attachment #2)

Teachers and administrative committees will be working each summer to revise and improve these Essential Standards Pacing Guides and their accompanying assessments.

The District currently contracts with Measured Progress for DATAWISE <http://www.measuredprogress.org/datawise> for an item bank and to manage our benchmark

assessments and data. The District will begin to utilize ILLUMINATE to generate benchmarks and needed data reports beginning the 2015-16 school year. The school's PLC teams and teacher representatives are involved in developing both the Essential Standards and District Benchmark assessments. During weekly PLC time, teachers analyze Benchmark data and work together to improve Tier 1 instruction.

Strategy 2.B: Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum reviews, UMTSS model, additional supports for students with disabilities and English language learners).

Data that informs instructional decisions for differentiation includes:

Formative student measures:

- Students with Disabilities data includes all regular assessment pieces as well as:
 - Precision Teaching data
 - Academic and behavior checklists
 - IEP short-term Objectives
 - Work samples
- ELL screening and proficiency data
- WIDA assessments: W-APT screener and WIDA Access- student progress reports.
- Common Assessments-weekly PLC meetings where teachers discuss Essential Standards instruction and student progress toward proficiency using common assessments.
- School Wide Information System (SWIS) tracks student behavior and referrals. Data guides behavioral instruction and interventions.
- OLWEUS survey-detailed data on bullying behavior in the school.

Interim measures:

- District Benchmark Assessments-Deep Data Dives

Summative measures:

- SAGE end of year State assessment.
- School-Wide Evaluation Tool Subscale (SET) behavior assessment of implementation of PBIS.
- Students with Disabilities data
 - IEP annual goals
 - Standardized assessments
- School Wide Information System (SWIS) tracks student behavior and referrals.

The District is in the process of purchasing the ELlevation software, <http://ellevationeducation.com/>, which will manage student data and give teachers readily assessable, simple reports that track student progress and document individual student plans.

The District is committed to an ongoing process of **training** school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the

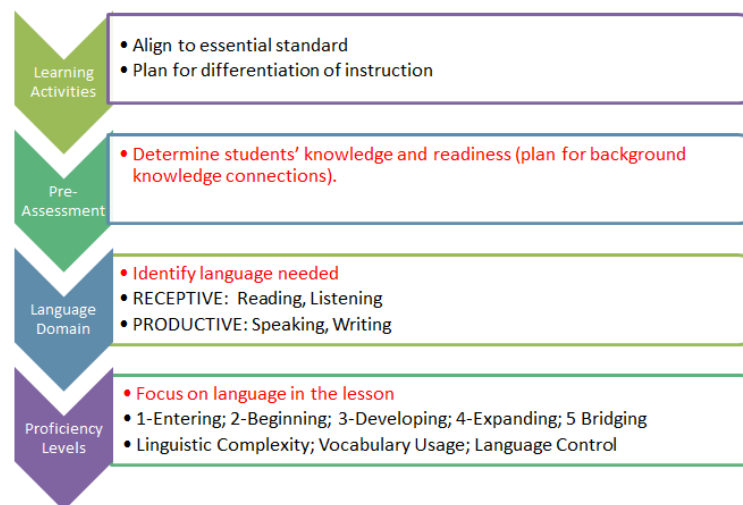
necessary adjustments in instruction and student support to maximize student progress. “Driven by Data” will not only be a process for working with Benchmark data, but a philosophy of the school to continuously reflect and improve using data.

Strategy 2.C: Provide additional supports and professional development to teachers and principals to support students with disabilities and English language learners.

All language arts/reading and Special Education teachers are required to hold an ESL endorsement. Other content teachers have SIOP training. The past two years SIOP and WIDA training have been provided to teachers throughout the district. Monument Valley High School participated WIDA onsite training, Friday February 9, 2014. This training gave teachers the skills to differentiation Tier 1 instruction. We will continue to offer both WIDA and SIOP training and support.

The following visuals explain basic structures for ELL differentiation.

Planning for ELL Differentiation Using WIDA Standards



Tier 1—Implementing Differentiation for ELL

Receptive (reading, listening)

SIOP/Sheltering

- Background Knowledge
 - Pre-teach key vocabulary and word study
 - Bridge experience
 - Link past learning
- Comprehensible Input
 - Visuals/graphic organizers
 - Realia
 - Step by step/models



Productive (speaking, writing)

For rigorous academic language development

Common Core Performance Standards

Scaffolding

- Response frames
- Anchor charts
- Reinforce and expand language at the sentence & discourse level
 - use language patterns, analogies, entomologies.



The District is in the process of purchasing the ELLevation software, <http://ellevationeducation.com/>, which will manage student data and give teachers readily assessable, simple reports that track student progress and document individual student plans.

Special Educators have monthly professional development meetings to help them effectively support the Students with Disabilities in their school. Below is a list of this year's training. The Special Education Director develops the training for each year and gives that calendar to principals and Special Educators.

SPECIAL EDUCATION GROWTH AND RENEWAL 2013-14

Training Strands: Online SPED Manual/IEPPRO

UPIPS PIP/CAP

Preschool Curriculum

SEGAR Implementation Plans

Assistive Technology

Differentiated Instruction/Visible Learning Strategies

K-12 Curriculum Strands:

- 1) SRA Reading Mastery and Corrective Reading
- 2) SRA Reasoning and Writing
- 3) Precision Teaching – SkillBuilders
- 4) Life School 2000
- 5) Math for All Learners
- 6) IDM Fundamentals of Spelling
- 7) Reading for All Learners - Decoding for All Ages
- 8) Reading for All Learners – Little Books
- 9) Reading for All Learners – Phonemic Awareness
- 10) Reading for All Learners – Fluency Builders
- 11) Expanding the Circle

ECSE Curriculum Strands:

- 1) Sopris West On Track
- 2) Skillstreaming in Early Childhood
- 3) Reading for All Learners - Matching Sizes, Shapes, and Colors
- 4) Reading for All Learners - One-to-One Correspondence
- 5) **Pre-K Imagine It**
- 6) **We Can!**

MANDT Training: To be determined by MANDT Trainers.

Behavior Support Strands:

- 1) Functional Behavior Analysis and Behavior Intervention Plans
- 2) Level Systems
- 3) Least Restrictive Behavior Interventions
- 4) *Tough Kid Toolbox* Interventions
- 5) Compliance Skills
- 6) Positive Behavior Support Strategies
- 7) School-wide Social Skills Curriculum Training
- 8) Autism Instruction and Behavior Strategies

Monument Valley has a system of Tiered Interventions and tutoring support, both teacher-led and online, for struggling students. Language Arts teachers have the ELL Pearson “Keystone” curriculum materials to help support their instruction of ELL students.

The online ALEKS mathematics program offers students diagnostic, individualized intervention support. The A+ online curriculum gives students an opportunity for credit recovery and remediation.

Strategy 2.D: Use and integrate technology-based supports and interventions as part of the instructional program.

Monument Valley has a solid technology foundation upon which to build future supports and interventions. The school is committed to continue to evaluate and upgrade hardware and software as well as teacher and student competency to maximize student progress toward school goals.

Technology currently available includes:

- Smart Boards in each classroom
- 2 computer labs
- Distance Learning labs for college EDNET courses and District Distance Courses
- 2 mobile laptop computer carts
- CTE technology in support of careers

Software/programs

- ALEKS <http://www.aleks.com/> , mathematics intervention and enrichment
- Voyager Passport <http://www.voyagerlearning.com/curriculum/literacy-solutions/voyager-passport> , Tier 2 reading intervention for students reading below the 35th percentile.

- MyAccess <http://www.vantagelearning.com/products/my-access-school-edition/>, supports writing not only in language arts classes, but throughout the curriculum.
- A+ anywhere learning system <http://www.getfueled.com/products-services/anywhere-learning-system>, used for credit recovery.
- Discovery Education
- AVENTA <http://aventalearning.com/>, for advanced/extended learning courses.
- Edgenuity <http://www.edgenuity.com/>, for advanced/extended learning courses
- SAGE <http://sageportal.org/resources/?section=5>, resources for teachers to help students master the Core Curriculum

Training

Theresa Wilson, from the Southeast Service Center provides teachers with onsite training and support for all technology. Imogene Singer is the IT specialist who is assigned to be at Monument Valley half time. The District provides ongoing training for both administration and teachers.

Looking Forward:

Monument Valley High School would like to upgrade computer access to a 1:1 ratio and requests support from SIG funds to do so. While the school has good capacity we are finding students and teachers still frustrated at times with the inability to access computers to run needed programs.

As the infrastructure and device capability allows, we request support from SIG funding to purchase electronic textbook and program devices: e.g. ipods, IPADS, Chrome Books etc. These purchases would be vetted by our technology department and approved by the Superintendent. We believe this would enhance the ability to engage students and help them acquire the skills needed for an increasingly technical world.

The fall of 2014, teachers will receive training on using the SAGE instrument to build teacher and PLC assessments and to use the available intervention resources that are aligned to the Utah Core Curriculum.

Strategy 2.E.1 (secondary schools only): Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students).

Students have many opportunities to enroll in advanced coursework, but few do so and even fewer succeed. Monument Valley has available onsite:

- Concurrent Enrollment through Utah State University-distance education labs
- Advanced district courses onsite in distance education labs
- AVENTA <http://aventalearning.com/>, for advanced/extended learning online courses.
- Edgenuity <http://www.edgenuity.com/>, for advanced/extended learning online courses

The school has abundant partnership resources including: Gear-up, Talent Search, Upward Bound and American Indian Services personnel, all who are charged with helping students succeed and become College and Career Ready. The school's Comprehensive Guidance program works as well supporting students to be successful in coursework and prepared for college.

The addition of the elective teacher Student Mentors using the *Check and Connect* program will provide a safety need for student support to enroll in and succeed in advanced coursework.

The SIG grant will allow the school to **set SMART goals** for increased numbers of students taking and passing advanced courses. It will help the **school coordinate all these resources** using the *Check and Connect* training and program. School administration will use the goals and program resources to gauge program and personnel effectiveness.

Data that will drive decisions about this effort will include:

- Numbers of students taking advanced coursework
- Numbers of student succeeding in advanced coursework
- Plans for College and Career Ready
- ACT scores
- SIS reports, including GPA and progress toward graduation
- Partnership resources and capacity
- Parent participation in school events that promote College and Career Ready

A schedule for College and Career Reading activities will be developed for the year during the pre-implementation months. This schedule will not only include whole school activities, but individual class supports. Parent involvement and information will be a part of the schedule as well.

Strategy 2.E.2 (secondary schools only): Improve student transition from middle to high school.

Monument Valley High School has grades 7-12, the transition between middle and high school is somewhat minimized. However, the school recognizes the need to support students as they move into 9th grade when grades and credits become high stakes.

The school will hold a 8th grade class/parent meeting each spring to help both students and their parents understand the importance: of taking rigorous courses, passing each class, accepting assistance and setting college and career ready goals.

Each fall the school will hold a Freshman orientation meeting to ensure students know how to read their transcript, understand credits needed for graduation, and teach the school expectations for both academic and behavior conduct.

Partnership personnel (Gear-up, Talent Search, Upward Bound, American Indian Services as well as the school counselor and elective teacher Student Mentors) will help coordinate and ensure that every student has a personal contact and is given whatever support they need to understand the transition and set high goals. *Check and Connect* will be used throughout the school experience to ensure any needed student support and follow-up.

Strategy 2.E.3 (secondary schools only): Increase graduation rates through a variety of methods.

The focus on transition between 8th and 9th grades will help improve graduation rates, as well as providing a supportive environment with high expectations for students in grades 7 and 8.

The administration and office staff will ensure that all students who withdraw from school are tracked to their next location and coded correctly in the SIS system.

Timely Targeted Interventions

- All students will have access to both volunteer and mandatory interventions- academic and behavior. ALEKS math and Voyager Reading program supports are important interventions.
- Monday-Thursday students will have an additional 30 minutes of instructional time.
- Summer School will be offered in June. Students will be able to recover credit and participate in a Literacy Camp.
- Students have access to the A+ credit recovery lab throughout the school year.
- All students participate in the school's advisory program where teachers help students negotiate the school system and complete work.

Increased Opportunity for Career Planning

- Comprehensive Guidance program- will increase the effectiveness and engagement of students and parents for Planning College and Career Ready (PCCR).
 - Early, ongoing and coordinated support for college admissions, financial aid and scholarship applications.
 - College and career exploratory activities coordinated with Partnership activities.
 - Increased support and recognition for National Honor Society club and Sterling Scholars, using: Comprehensive Guidance, local college counselors, Partnership Personnel and Student Mentors.
 - ACT preparation

Enhanced Parent Engagement

- Parent contacts
 - Home/School Liaison
 - Parent Involvement Coordinator
- Parent training opportunities
 - Love and Logic training
 - Family Literacy Nights
 - Class information meetings
 - School Information Systems (SIS) training
 - Planning for College and Career Readiness (PCCR) meetings
- Ongoing Student Mentor contacts with parents- *Check and Connect*

Strategy 2.E.4 (secondary schools only): Establish early-warning systems to identify students at risk of failing to graduate.

Catching students who are at-risk as early as possible and intervening quickly and appropriately will be the primary strategy for increasing graduation rates. Monument Valley plans to increase their awareness of students at-risk of failing to graduate and to immediately respond with appropriate support. .

- **Administration and school leadership team** will track students who are "Red Flags for –academic failure, truancy, behavior issues. A weekly meeting with administration, the school counselor, support staff, the SRO, District Educational Psych, and Student Mentor will be held to review student progress and review current supports and give specific assignment for follow-up...

- Administration will ensure these students are assigned a trained **Check and Connect** Student Mentor who will report weekly how each student is doing. Regular parent contacts and engagement will be integral to the effort.
- The school **Counselor** will analyze student transcripts, with emphasis on 9th grade students to identify and refer students who fail one or more courses to recover that credit the same year which 1) establishes the importance of passing courses first and 2) recovers the credit more easily to prevent overwhelming the student in Junior and Senior years.

As personal and family issues often derail school plans, referrals for professional help will be made.

- For students in need of more intense counseling services referrals will be made to **Utah Navajo Health Systems or San Juan Counseling** for counseling services. A counselor who is trained in traditional Navajo healing may be assigned if the student comes from a traditional home and that approach is needed.
- If a student experiences problems that need resolution through restorative justice and family involvement, a referral to a certified, trained **Peacemaker** will be considered. http://navajodigest.com/images/30_Peacemaking_Guide.pdf
- **School Liaison and Parent Involvement Coordinator** will support the school in ensuring parents are supported with information about the school system, their student's status and resources to help. Both the Liaison and Coordinator will be Navajo speakers and assist parents in building good school relationships and establishing the expectation that their student will graduate.

Learning Time And Community-Oriented Schools

Strategy 3.A: Establish schedules and strategies that provide increased learning time.

Monument Valley High School will offer an afterschool program to give students additional time. They will staff the afterschool program with up to 5 teachers as well as Gear-up and American Indian Services personnel. Certified teachers will use the additional 30 minutes to remediate and extend students' understanding of Essential Core Standards for Language Arts and Mathematics and provide needed enrichment opportunities. Interventions and enhancement activities will be data driven. Teachers meeting in weekly collaborative groups, both PLC's and school level teams, will analyze data to identify student needs, develop interventions and assign student groups.

We anticipate that every 2-3 weeks the concept focus will need adjustment as teachers strive to provide timely, targeted and flexible student support to master Essential Core Standards. During the school's 4 day summer retreat, procedures, expectations, and specific schedules will be developed to ensure the extended time is well-functioning and effective. Administration and teachers will monitor students' progress on a weekly basis.

The school schedule allows for daily interventions, for both reteaching of concepts, and homework support. Teachers, aides, Gear-up, the ALEKS program and Voyager Reading classes all will provide a daily, abundant source of increased learning time.

Strategy 3.B: Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools, extended or restructured school day, approaches to improve school climate and discipline, full day or pre-kindergarten).

Improving school climate and engaging families and communities will be a major focus of the school. Mechanisms to accomplish this will include:

- Enhanced parent communication-regular Celly text messages, monthly newsletter, updated website, marquee information, TV marquee in foyer of the school.
- Parent Involvement Coordinator—will support the administration, teachers and School Community Council with communication and organization of information and activities.
- Love and Logic training will be scheduled the spring or summer of 2014 to help parents understand the philosophy the school will use to work with student discipline issues. The training should also help parents be more positive and effective with their students.
- The District will provide support for Whitehorse’s front office to have Customer Service training and expectations that parents and visitors are greeted positively and helped quickly.
- The Superintendent has begun the process of holding regular “Conversation with Superintendent Wright” evenings. This allows parents to express concerns and gives the District opportunity to gauge school climate and effectiveness.
- The School Community Council and Indian Education Committee meetings will be engaged in supporting the SIG plan and school goals.
- The school will have access to a weekly online survey-edPlus, which will allow them to monitor improvement in school climate.

Operational Flexibility And Sustained Support

Strategy 4.A: Give the school sufficient operational flexibility (e.g. staffing, calendars/time, budgeting).

Operational Flexibility—Monument Valley High School will have the flexibility to determine:

- Staffing—The Board sets the student/teacher staffing ratio for each school with additional consideration for our high poverty/reservation schools, including Monument Valley. Schools can increase numbers of teachers through other program funds, providing they go through a planning process. Principals are allowed to hire staff for their building as long as they follow District hiring procedures and legal requirements. Generally hires are made by principals with teacher and parent hiring committee input.
- Schedule—Monument Valley has the ability to set their school schedule within the parameters of the required amount of time set by the State of Utah, coordination of distance education classes with the other district high schools, and any needed bussing coordination with neighboring Tse’biinidzisgai Elementary School.
- Budgeting—as the school is already designated as a Title 1 School-wide program, they are able to co-mingle budgets to support school goals. The school will have the latitude to use budgets to support Transformation without undue interference, providing they follow the legal and ethical accounting guidelines required by the District and State.

Strategy 4.B: Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organizations (e.g. new governance arrangement, weighted per-pupil budget formula).

The Board of Education supports Monument Valley with a lower student teacher ratio of 1:19 as contrasted to the 1:21 ratio set for off-reservation schools.

Innovations Education will provide the External Consultant support for Monument Valley's SIG project. Johanna Hofmeister will function as the School Support Team Leaders. As such, she will assist with monitoring progress, data collection, professional development and collaborative team coaching support.

The chart below details the level of **LEA support** for Monument Valley. The Superintendent will function as the "School Shepherd", in conjunction with the training and direct support outlined in the University of Virginia Turnaround School Model. The Secondary Supervisor, Chas DeWitt, will have the primary responsibility for principal mentorship, school plan implementation and teacher improvement. Lynnette Johnson will offer additional plan implementation support.

Internal Partner/Provider LEA Support Staff		
San Juan School District Board of Education		
Superintendent Douglas E. Wright		
<ul style="list-style-type: none"> • Supervision of all District personnel • Oversight of curriculum and programs • Developing and implementing policies • Development of vision and direction for District • Monument Valley School Shepherd • Oversight for School Plan Implementation 		
•		
Lynnette Johnson, Student Services Director		
<ul style="list-style-type: none"> • School Shepherd, Liaison between school & Superintendent (UVA PLE) • Monitors Title 1 programs, including SIG • Monitors SIG reports and accounts for expenditures • School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework. 		
Anthony Done, Special Education/Assessment Director		
<ul style="list-style-type: none"> • Supervision of required assessments. • School Support Team member for: SIG grant and San Juan School District ABC Framework. • Facilitates UBI and OWELUS training and implementation 		
Clayton Long, Bilingual and Title III Director		
<ul style="list-style-type: none"> • Provides support for Bilingual and ELL instruction • School Support Team member for: SIG grant and San Juan School District ABC Framework. • Facilitates Indian Education Parent Committees 		
Kit Mantz, Human Resource Director		
<ul style="list-style-type: none"> • Chairs the District Evaluation Committee • Oversees all job actions 		

<ul style="list-style-type: none"> School Support Team member for: SIG grant and San Juan School District ABC Framework. 		
Vernon Hatch, District Ed. Psychologist/UBI Coordinator <ul style="list-style-type: none"> Trainer for Utah Behavior Initiative Provides weekly on-site support and coaching for UBI 		
Bonnie Purcell, Reading Specialist <ul style="list-style-type: none"> Support for all literacy instruction/programs Gives classroom teacher support Oversees literacy professional development 		

- c. Describe any **steps already taken by the LEA** to initiate school improvement efforts that align with SIG intervention models; and

Monument Valley High School			
<p>The District has adopted research based initiatives that will support the transformation. This model will provide the framework for Monument Valley High Schools's SIG Intervention program. While all schools in the district are expected to move in this direction, the SIG resources will allow Monument Valley to receive intense, professional support to accelerate student performance results.</p> <p>San Juan School District ABC (SJSD/ABC) Framework <i>(See Attachment #3)</i></p> <p>This ABC model addresses three key elements of school improvement:</p> <p>Academics, Behavior and Coaching.</p> <p>Each element of the framework includes a 3 Tiered model for instruction and interventions. Academics and Behavior are focused on <u>student</u> supports. Coaching is directed toward <u>teacher</u> growth and interventions.</p>			
	Tier 1	Tier 2	Tier 3
<u>A</u>cademics	Guarantees <u>all</u> students' access to the Core Curriculum. Every student is expected to be taught Tier 1 by a Highly Qualified and Highly Effective teacher. Tier 1 instruction is focused on guaranteeing students master "Essential Standards". These standards are derived from the State Core and are determined by teacher PLC teams to have endurance, leverage and prepare students for the next level. Teachers develop and give "Common Assessments" in order to determine student mastery of these Essential standards.	Students who do not master standards are given timely, targeted, directed interventions, rather than remediation. This is a flexible group for instruction that is determined on an on-going basis by PLC teachers reviewing Common Assessment data in order to make instructional and intervention decisions.	Interventions for a small group of students who do not respond to Tier 2 interventions. Tier 3 is more intense and can be longer term such as Special Education or ELL support.

<u>B</u>ehavior	A support system and prevention instruction for all students. All students are taught the expectations for school behavior and given on-going instruction and support.	A system of behavior interventions for a lower percentage of students (up to 15%) who need additional support in order to be successful in school.	For a small percentage of students (3-5%) who need intense support and interventions. This may include Special Education services, ELL instruction, therapeutic counseling, interagency family support etc.).
<u>C</u>oaching	A system of training and support for <u>all</u> teachers. Reflective coaching and PLC teams offer each teacher a peer system of support. Support in the form of professional development opportunities as well as administrative feedback and evaluation are provided for all teachers. Monthly, onsite Professional Development will be provided by Innovations Education/School Support Team Leader using a very successful, structured process that allows for modeling and regular data collection. Teachers are supported as they improve their instruction.	An increased level of support for teachers who are identified as in need of improvement. This support usually involves District and/or consultant specialists who implement demonstration/team teaching, structured observation and goal setting. Teachers are given notice at this level that improvement is needed in order to not progress to Tier 3.	Involves teachers who are not responding positively to Tier 2 intervention. These teachers are involved in Progressive Discipline and if significant improvement is not documented they are recommended to the Board of Education for non-renewal or dismissal

The District is firmly committed to successful implementation and on-going support of the ABC Framework. Each dimension of the model is defined by a convincing body of research that meets Federal expectations. As the research behind the model is solid and the District is already committed to supporting the model, Monument Valley High School's Transformation Model is compatible with the SJSD/ABC Framework.

Following is information about each of the three elements of the SJSD/ABC Framework.

Academic Achievement

The District is committed to quality instruction in every classroom in support of that goal has adopted **4 Instructional Norms** (*see attachment #4*), that will be required of every teacher/every lesson:

- 1) Understood Learning Objective;
- 2) 90%+ Student/Teacher Engagement;
- 3) Supportive Learning Environment;
- 4) Monitoring of Student Understanding.

These norms will be the foundation for all other strategies and expectations. The Principal and District Administration will monitor these Instructional Norms weekly using the classroom walkthroughs process.

From 2010-2013, San Juan School District has systematically invested in professional development to help schools implement **Professional Learning Communities (PLCs)** throughout the district. The Superintendent, Elementary Supervisor, Student Services Director and principals have attended a two year (in two cohort groups) Principals' Academy sponsored by the **Center for the Improvement of Teacher Education and Schooling (CITES)** a division of Brigham Young University's Education Department. Many teachers and support staff have attended a Solution Tree Summit. Teachers have been involved in a 3 month book study, Learning by Doing and during an Opening Institute, were given a 1 day PLC training by Mike Mattoes from Solution Tree.

The PLCs are an important framework for the Academic improvement. Properly implemented, PLCs can dramatically increase student achievement by empowering teachers to collaboratively focus on essential standards, common assessments and provide targeted, timely tiered interventions. The well-known Response to Interventions (RTI) model is definitely a part of the PLC process; however, the RTI 3-Tiered Intervention process is strengthened with the addition of PLCs as a structured way for teachers to improve instruction and provide tiered interventions. **An expectation of SIG schools is that teachers and school leaders are given increased governance. The PLC process allows for a "tight/loose" system of decision-making where within explicit parameters, teachers and principals have much more autonomy for their students.** The District administration is trained and committed to this process.

Behavior (Positive Behavior Supports) Utah Behavior Initiative

Positive Behavior Supports (PBS) is a Research Based approach to improving student behavior, which in turn improves student achievement. The **Utah Behavior Initiative (UBI)** (see attachment #6), is a State sponsored project that incorporates PBS. The Behavior element of the SJSD/ABC Framework is grounded in the PBS tenets. Monument Valley High School began their UBI program three years ago, and while having some success will need increased support in order to improve school climate and student discipline. A system of Positive Behavior Supports is an expectation for all schools in the district, especially for schools in need of improvement.

Coaching

Coaching for teachers is designed with a 3 Tier approach as well. Professional Development, reflective coaching, inservice as well as progressive discipline are all part of the Coaching model.

Essential Standards, Curriculum Alignment and District Interim Benchmarks

As we implemented the Professional Learning Community process, PLC's began to identify Essential Standards and develop formative assessments. During the 2012-13 school year, the Superintendent directed that for Language Arts and Mathematics a district-wide set of Essential Standards, Pacing Guides and Benchmark Assessments be developed and implemented K-12. (*See Attachment #2*)

Using prior PLC work, teacher and administrative committees the district has established these standards and assessments. This is an evolving, continuous process that the district has improved and is committed to.

University of Virginia Partnership for Leaders in Education (UVA-PLE)

Two schools in San Juan School District (Tse'biinidizgai Elementary and Monument

Valley High School) have been accepted into Cohort 11 of this prestigious and promising school turnaround training/process. Key District Administration will also be trained and supported during 2014-2015 school year. The District will submit an application to UVA-PLE for both Montezuma Creek Elementary and Whitehorse High School for Cohort 12, 2015-2017 school years. We believe we will be successful with the application and have confidence that the LEA training, beginning 2014 will be a significant support for the Transformation of Montezuma Creek, as well as the anticipated school level training during Cohort 12. The UVA support for all SIG schools will allow us to use a common approach and give schools opportunities to collaborate and support each other.

Key to this process is implementation of the “Driven by Data” process developed by Paul Bambrick-Santoyo that includes using District Benchmark Assessments as the basis for “Deep Data Dives” where the schools’ Instructional Leader(s) leads each classroom teacher in an analysis of her students’ performance and specific plans to reteach concepts that were not mastered.

Partnership for Leaders in Education



Data-Driven Decision-Making

District teams prepare to report out from a Darden/Curry Partnership for Leaders in Education Leadership workshop

2 of 4

The Darden/Curry Partnership for Leaders in Education (PLE) is a joint venture of the University of Virginia Darden School of Business and the [Curry School of Education](#).

The Darden/Curry Partnership's [University of Virginia School Turnaround Specialist Program](#) is the most established school turnaround program in the country and the only school turnaround program in existence that utilizes a systemic approach to change by working with schools, districts and states to build internal capacity. In 2008, the UVA School Turnaround Specialist Program was selected as a national finalist for the Pioneer Institute's Better Government Competition.

The Darden/Curry Partnership for Leaders in Education has received national attention by collaborating with some 82 school districts in 12 states.

Schools will be required to submit 90-day action plans that will keep the Transformation process on track and subject to analysis of data, as well as accountability for all from LEA, and the school administrator to each classroom teacher.

- d. Provide a **detailed timeline for implementation** for the intervention model chosen for each school the LEA intends to serve.

Monument Valley High School													
<p><i>O = Ongoing A = Annual # = Year</i></p> <p><i>Blue = Pre-implementation</i></p>													
MONTH													
TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	RESPONSIBLE
1.SIG plan implementation meetings/training for Transformational Principal							'14	'14					Superintendent/ Shepherd School Leadership Mentor.
2.UVA training for Transformational Principal and Support District Admin.											'14		Superintendent University of Virginia
3. Staff Retreat Training/Orientation- 4 days											A		Secondary Supervisor, Principal
4. Schedule College and Career Ready Activities for the year.									-	-	-	A	Secondary Supervisor Principal Counselor CTE teachers
5.Love & Logic Training										-	-	'14	Secondary Supervisor Principal
6. Review and set school SMART goals											A	A	Secondary Supervisor, Principal

													Teachers
7.PLC/Team Meetings-Weekly	O	O	O	O	O	O	O	O	O			O	Secondary Supervisor, Principal
8.District Benchmark Assessments		A		A		A		A					Secondary Supervisor, Student Services Director, Assessment Director, Principal
9.Deep Data Dives		A		A		A		A					Secondary Supervisor, Principal, Instructional Coach
10.Reteach standards not mastered		A		A		A		A					Secondary Supervisor Teachers, Principal, Instructional Coach
11. Extended Day-Mon-Thurs	O	O	O	O	O	O	O	O	O			O	Principal, Teachers
12. Collaborative Team Coaching-External Partner Support	O	O	O	O	O	O	O	O	O				Principal, Teachers External Partner-Innovations Education
13. UVA Leadership Training					'14					'15			Superintendent, University of Virginia
14.Evaluation-School Support Team Leader & Quarterly Reports			A			A			A			A	Secondary Supervisor, Principal, SST-Innovations Ed.
15. USOE Site Visits-Technical Assistance		A						A					SEA-Title 1 SIG LEA-Title 1 Director, Secondary Supervisor, Principal

16. Annual Plan Review/Updates/Revisions											A	A		LEA-Title 1 Director, Secondary Supervisor, Principal, SST Leader
17. Parent SIG Orientation	A													Principal, Teachers
18. Parent Involvement Activities/Training-Monthly	O	O	O	O	O	O	O	O	O	O				Principal, Parent Invol.Coordinator or Teachers

The USOE will use the Utah 2013 LEA SIG Review Checklist page 4 to review this requirement.

4. The LEA must describe the annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART) for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Priority Schools that receive school improvement funds.
 - a. Describe annual **SMART goals for the state's assessment for reading/language arts**; and
 - b. Describe annual **SMART goals for the state's assessment for mathematics**.

Monument Valley High School
<p>With the rapidly changing assessment picture for the State of Utah, setting specific SMART goals using the new SAGE and possibly changes in the UCAS system is a bit challenging. However, we are committed to setting goals that are both challenging and attainable.</p> <p>Monument Valley will show a 10% or better gain each year in student proficiency for both Reading/Language Arts and Mathematics. The State anticipates that the new SAGE will be much more rigorous and all schools are expected to drop in proficiency rates from the 2012-13 CRT scores. So, the 2013-14 SAGE proficiency scores will be the baseline upon which we will gauge the 10% improvement- SMART goal for each year.</p> <p>For the school year 2014-15, a 10% gain or better in proficiency compared to the 2013-14 scores, as well as a 10% increase for the 2015-16 and 2016-17 school years will be the target goal.</p> <p>The second SMART goal will be that the school's UCAS score is high enough to remove Monument Valley from the not only the Priority list of lowest performing 5% of schools, but from the FOCUS list of lowest performing 15%.</p> <p>As the State is in transition between the CRT's and SAGE and is also reviewing the UCAS system, the District will ensure that we review and revise our goals to ensure the SMART goals are rigorous enough to exceed the State criteria for Priority and FOCUS status. When the State has been able to establish and release information about new criteria/score points to determine Priority and FOCUS status, the District will work with Monument Valley High School to establish a concrete UCAS SMART goal for each of the three years.</p>

	2014-15 Monument Valley SMART Goal-Average Proficiency	2015-16 Monument Valley SMART Goal-Average Proficiency	2016-17 Monument Valley SMART Goal-Average Proficiency 2016-17
Language Arts	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE
Mathematics	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE

The USOE will use the Utah 2013 LEA SIG Review Checklist page 5 to review this requirement.

5. The LEA must **consult with relevant stakeholders** regarding the LEA's application and implementation of the chosen intervention model in its Priority Schools.
 - a. Identify the process through which the LEA will involve:
 - School administrators;
 - Teachers;
 - Parents; and
 - School Community Council (SCC).

Monument Valley High School	
<p>The faculty had opportunity for questions and input on February 5, 2014 when Title 1 Director Lynnette Johnson held a SIG application information meeting.</p> <p>The School Community Council (SCC) had opportunity to discuss the grant plan during the evening of the same day.</p> <p>The School Board has engaged in discussion about the application, led by the Superintendent, in the December meeting with a final presentation by Lynnette Johnson during the February 11, 2014 Board meeting.</p> <p>An ongoing process of meeting with faculty, parents (Schools Community Council, JOM committee), District Administrative Team and School Board will ensure that all stakeholders have opportunity for input and have knowledge of the school's progress toward their SIG SMART goals.</p>	
Stakeholders Consultation/Implementation	
Faculty	Weekly PLC, Team and Faculty Meetings
Parents	Initial SIG Orientation Dinner Monthly
District Admin	Weekly-onsite mentoring Bi-Monthly-District Exe. Mtgs

School Board	Bi-annually School Report Director's Reports
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- b. Describe how the **local school board will be engaged** to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources).

Monument Valley High School
<p>The School Board has been consulted about the SIG application during the December 2013 and February 2014 Board Meetings and is supportive of the plan. The Superintendent led the discussions and requested Board support. <i>(See Assurances Letter p.51)</i></p> <p>The Board has committed to working with the Superintendent, Secondary Supervisor and school to make reasonable and legal allowances to support the intent of the grant. The Board will continue throughout the 3 year span of the grant to have access to required reports as well as an annual Board report made by the principal who will detail the school's progress and any needed revisions or requests for support. The Board has committed to supporting the direction of the grant with whatever resources are available after the 3 year cycle has ended.</p> <p>The Board will review progress of the SIG plan twice a year at a minimum. Monument Valley High School's principal presents an annual report to the Board as does the Secondary Supervisor and Student Services Director. Progress of the school improvement process, backed by data will be a focus of the reports. Any barriers to the progress of the school, including policies or prioritization revisions will be requested for consideration during these reports.</p>

The USOE will use the Utah 2013 LEA SIG Review Checklist page 6 to review this requirement.

B. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority School identified in the LEA's application in order to implement fully and effectively the selected intervention model in each of those schools.

1. The LEA has identified how it will provide leadership and support to each Priority School identified in the LEAs application. The description must include the following information on how the LEA will successfully implement the school intervention model:
 - a. Identify how the LEA will provide **leadership and support** to each Priority School identified in the application;
 - b. Identify the **LEA staff assigned to support implementation** of the school intervention model;
 - c. Identify the **qualifications and relevant experience** of the assigned LEA staff related to prior successful school improvement efforts;
 - d. Describe how the LEA will provide **ongoing technical assistance** to make sure each school is successful;

Monument Valley High School

(See Strategy 4B—LEA support staff assignments)

The Superintendent has assigned the **Secondary Supervisor** to spend a minimum of 1 additional day each week at Monument Valley to provide intense onsite mentoring support for administration and teachers ensuring the SIG plan is implemented fully and successfully. Monument Valley High School will receive the same amount of the Supervisor's time and support as every other secondary school in the district; however, this additional day will be supplemental time that other schools do not receive. This will ensure additional support for the principal and focus on the turnaround effort.

This Director will specifically support:

- Mentoring for the administrative team, with special attention to ensure the principal becomes the Transformational Leader.
- Presentations /training for staff to help them understand and develop capacity to implement Transformation expectations.
- Coordination of all support staff in order to achieve SIG activities and goals.
- Problem-solving school and student barriers to successfully achieve goals.
- Ensuring data is collected, managed and used, especially in the process of "Deep Data Dives".
- Improving structures for parent engagement
- Improving overall school climate and culture

To accomplish this assignment, the Director will need to be freed from other job responsibilities to allow sufficient time and attention to devote to Monument Valley High School. We are requesting 2 days a week of this Director's salary to be paid from SIG funds in order to achieve this supportive focus.

The **Superintendent and District Directors** will provide weekly wrap-around support that will include mentoring administration, helping problem-solve, ensuring implementation of the SIG plan and UVA model.

(See Attachment #4)

e. Identify the **fiscal resources** (state and federal) that the LEA will commit to implementation;

Monument Valley High School

The LEA will provide the following fiscal resources to support the implementation of this application:

- Federal funds—Title 1, Title IIA, IDEA, Title III, Title IV.
- State funds—Enhancement for at-Risk Students, Trustlands, Comprehensive Guidance
- District funds—Lower student/teacher ratio, Technology, Transportation
- Subsidized teacher housing and maintenance

All funds will be evaluated to ensure they are directed to the goals of the school Transformation. When the three year SIG period is over, the District and School will evaluate all budgets to allow the school to sustain the successful practices of the SIG plan.

- f. Describe how the LEA will **evaluate the effectiveness** of the reform strategies;
- g. Describe how the LEA will **establish annual goals** for student achievement on the State's assessments in both reading/language arts and mathematics

Monument Valley High School

The definitive measure of effectiveness of the reform strategies will be improved student proficiency for both Language Arts and Mathematics as measured by the State's end of year SAGE assessment (see above section 4 a,b -SMART goals). This annual summative assessment will be the primary indicator of improvement.

However various formative measures will keep the plan on track and allow teachers and administration to make needed improvements throughout each year.

These measures include:

Academic

- District Benchmarks: Deep Data Dives; Reteaching Essential Standards
- Progress monitoring including PLC common assessments

Plan Evaluation

- Quarterly reports facilitated by School Support Team Leader
- Review of implementation and data in District Admin.Exe meetings
- USOE site visits

Other measures

- Teacher evaluations
- Data on improved engagement/instruction collected by Innovation Education, School Admin. And teachers in collaborative team coaching.
- Staff turnover rates—master teacher retention; progress of teachers being mentored
- Parent and student survey? ISQ
- Student attendance
- Discipline reports
- OLWEUS/SET

Each year during the school's 4 day summer retreat, the school will analyze both summative and formative data to **establish school SMART goals** that are directly related to the goals for the SIG plan for improvement in proficiency in both Language Arts and Mathematics.

This process will involve setting goals for both interim measures and process implementation. The SMART goals will be set at school, department and individual teacher levels. The building principal and Secondary Supervisor will guide and approve the SMART goals the schools adopts. Inviting parents to learn about the school's SIG plan and goals and involving them as active, supportive partners in the effort, is a priority. The fall of 2014, the school will hold a SIG Parent Orientation Meeting. To ensure a good turnout and positive support, the school will provide a catered evening meal along with information. We anticipate 80% of 2 parent families will attend as well as Monument Valley High School faculty and staff. During the fall of years 2 and 3 a parent update meeting will be held and refreshments provided.

Parents and students will be informed about the school's goals during fall activities, including the annual SIG parent orientation evening. During Parent/Teacher conferences, Student Mentor contacts and Planning for College and Career Ready (PCCR) meetings (formerly SEOP), parents will learn about their student's progress toward these goals. Data boards and other methods of publication will keep stakeholders informed about school progress.

Teachers will work with students to set individual proficiency goals. Students will be involved in tracking their own data and progress toward their individual proficiency goals. The building

principal and Lead Teachers will review and manage interventions for student support toward their individual goals.

- h. Describe how the LEA will **monitor student achievement by individual teacher/classrooms**;
- i. Describe how the LEA will measure progress on the **leading indicators** as defined in the final requirements;

Monument Valley High School

The District will **monitor student achievement** by individual teacher/classrooms through:

- District Benchmark reports-Datawise reports that show student mastery of Core Curriculum standards by student and teacher.
- PLC common assessment results/intervention
- Student grades and credits- # of failing students by individual teacher/classroom.
- ELL and SpEd student reports—ELLevation and IEPs

The District will monitor the following **leading indicators**:

- Student and teacher attendance (SIS and Kronos programs)
- Student discipline (office referrals, suspension and expulsion rates)
- Graduation rates
- Enrollment and passing Advanced Coursework (SIS)
- School Climate and Culture using the edPlus weekly online climate survey
- Parent/Community Engagement (participation in school events, ISQ)
- Extended learning time opportunities (records of increased time and student achievement progress).

The Board of Education has set District Goals (see below). By September of each year, the Superintendent, Elementary and Secondary Supervisors will work with the building principal(s) and teachers to set annual SMART goals for student achievement for both reading/language arts and mathematics. These will be used to monitor student achievement by individual classrooms as well.



DISTRICT GOALS

1. San Juan School District will significantly reduce/eliminate the achievement gap for all subgroups utilizing multiple data points as evidence.

- *The District is committed to implementing a quality Professional Learning Community model in each school that provides for a Tiered system of interventions and enrichments for all students. The District has developed an ABC model and is actively supporting all schools to implement this model evidenced by a District adopted ABC rubric.*
- *The District has written and begun to implement a Title III Improvement Plan for English Language Learners.*

2. All schools will implement the Positive Behavior Supports model (PBS)

- *100% of office discipline referrals and suspensions/expulsions will be accurately entered into SIS.*
- *All schools have been trained and are implementing the OLWEUS Bullying Prevention program.*

3. San Juan School District will provide high quality Tier I Instruction as defined by the Grand Slam Instructional Norms in every school, every class, and every day.

- *90% or better engagement*
- *Understood Learning Objective*
- *Supportive Learning Environment*
- *Monitoring of Student Understanding*

- j. Describe the **frequency of LEA monitoring**;
- k. Describe the **monitoring strategies** the LEA will use to monitor the implementation of each requirement of the selected intervention model (Use the model checklists provided as a guide for the monitoring strategies needed); and
- l. If student achievement results do not meet expected goals, describe how the LEA will assist in making **necessary plan revisions**.

The LEA will closely monitor student and progress toward leading indicators on a weekly and bi-monthly basis using the following structures:

- The Superintendent will function as the School Shepherd (UVA model), which will give Monument Valley immediate and powerful access to LEA support and decision making.
- The Secondary Supervisor/Leadership Mentor will be in the building a minimum of 1 full day per week. He will be actively monitoring the PLC, Lead Teacher Team, Instructional Coach and Principal. Weekly data meetings will be closely monitored.
- The District Directors meet with the Superintendent twice a month to monitor data and progress for schools with a focus on SIG schools.
- District Benchmark results will be monitored by the LEA and the process of ensuring “Deep Data Dives” after each assessment will be supported.
- The LEA supports Monument Valley with an Educational Psychologist that is on site once a week to work with PBIS, OLWEUS. The SWIS software is the primary source of behavior data that is used to monitor student behavior. The District UTMSS team monitors this information on a monthly basis.
- The Secondary Supervisor and Principal monitor teacher attendance using the district’s KRONOS system. This is reviewed and approved on a monthly basis.
- The Student Information System (SIS) is monitored to determine students who are missing school at a rate that places them at risk for not succeeding. The school has a process of alerts, parent notifications and interventions.
- Evaluations of teachers will follow the State UMIE system. Ongoing formative measures include walkthroughs and collaborative team coaching data.
- Formative assessments of academic progress include: iReady DIBELS, District Benchmarks and Common Assessments.

When student achievement results do not meet expected goals, the LEA will support the principal to identify the barriers and provide timely, targeted support. The primary responsibility will fall on the instructional Leaders (both Principal and Elementary Supervisor) support to improve Tier 1 instruction, more appropriate interventions, and parent contacts. District level problem solving in Executive staff meetings will provide oversight. The school will be expected to monitor student data and problem solve in PLC and school leadership meetings.

Each spring, the school will review the implementation of their plan using quarterly reports, data informing progress toward SMART goals and leading indicators. All stakeholders (teachers, parents, administration and School Support Team leader) will have an opportunity for input as to any plan revisions. **Needed plan revisions** will be reviewed by the Superintendent, School Supervisor and Student Services Director. The USOE Title 1 Specialists assigned to SIG oversight will be consulted to approve the changes. Approved changes will be uploaded on the USOE Tracker system.

2. If the LEA is not applying to serve each Priority School, the LEA must explain why it lacks capacity to serve each school.

The District is applying for support for all three identified Priority Schools: Montezuma Creek Elementary, Monument Valley High School and Whitehorse High School.

3. The LEA has identified how it will design and **implement interventions** consistent with the final requirements of the selected intervention model.

Monument Valley High School

The District has chosen the Transformation model. We have designed the Transformation plan knowing the requirements of the model and aligning District goals and current research that supports the Transformation of schools. The plan design has been developed with District and School administration, teacher input, parent input and with the guidance of our School Support Team Leader and UVA-PLE expectations.

This application describes in detail how we will implement each of the requirements of the Transformational Model. The District is committed to ensuring that all requirements of the model are implemented successfully.

4. Due to the Utah State Office of Education's approved ESEA Flexibility Waiver, USOE is applying for a waiver to replace its PLA List with its Priority Schools list. Therefore, LEAs will no longer be able to apply to serve Tier III schools with SIG funding.

Turnaround Model:

- Replace and support principal
- Grant greater flexibility to principal (e.g. staffing, calendars, budget)
- Locally develop and adopt competencies to screen existing staff
- Identify and replace 50% of the existing staff, using locally adopted competencies
- Select and hire new staff
- Implement strategies to recruit, place, and retain staff
- Provide ongoing job-embedded professional development
- Adopt a new governance structure
- Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards.
- Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
- Establish schedule and implement strategies that increase learning time
- Provide appropriate social/emotional and community oriented services and supports for students
- Other permissible strategies (please specify)

Transformational Model:

- Replace the principal who led the school prior to commencement of Transformational Model
- Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement
- Identify and reward school leaders, teachers, and other staff who have increase student achievement; remove those who have not done so
- Provide staff ongoing, high quality, job-embedded professional development
- Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)
- Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards

- Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review, UMTSS model, additional supports for students with disabilities and English language learners)
- Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners
- Use and integrate technology-based support and intervention as part of the instructional program
- Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)
- Secondary Schools only: Improve student transitions from middle school to high school
- Secondary Schools only: Increase graduation rate through a variety of methods
- Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate
- Establish schedules and strategies that provide increased learning time
- Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools, extended or restructured school day, approaches to improved climate and school discipline, full day or pre-kindergarten)
- Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting)
- Ensure that the school receive ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization) e.g. new governance arrangement, weighted per pupil budget formula

Restart Model:

- Develop, communicate, and implement the decision-making process for selecting the Restart Model
- Develop and implement a rigorous review process for selecting: charter school operator; charter school management organization; and/or educational management organization
- Develop and implement a process for monitoring and evaluating the Restart Model to ensure that it serves and benefits students
- Other strategies (please specify)

Closure Model:

- Develop and implement a process for ensuring that all students are accommodated at higher-achieving schools
- Develop and implement a communication plan to inform parents and the community about the Closure Model
- Provide support for students who are transitioning to new schools (e.g. transportation, class assignments, etc.)
- Other strategies (please specify)

The USOE will use the Utah 2013 LEA SIG Review Checklist page 7 to review this requirement. The checklists for each intervention model are included in this application.

C. The LEA has considered the needs of the school(s) in relation to the chosen intervention model and must describe the process used to recruit, screen, and select external providers.

1. A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;

- a. If the LEA has already selected an **external provider**, the LEA must provide evidence that the external provider has a **demonstrated record of success** and the expected services that the contractor will provide;
- b. A **narrative description** to support external provider contracts, if applicable; and
- c. The LEA is required to use an **experienced School Support Team Leader** who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff.

Monument Valley High School	
	<p>The District has previously contracted with Innovations Education (IE) for FOCUS schools' external provider support and has been pleased with their expertise and support.</p> <p>The school and district administration is currently heavily involved with the University of Virginia Partners for Leaders in Education program. In an effort to eliminate redundant and at times competing layers of oversight, UVA PLE will serve as the schools' primary external provider. UVA PLE will provide oversight of turnaround efforts and their requirement of 90 day plans will serve in place of previously required quarterly reports. These changes are being made in consultation and with permission of USOE's Title 1 Director and office. The school will continue to use Innovations Education to support professional development for staff.</p> <p>The Innovations Ed team includes four former school administrators and two teacher specialists who all have elementary and secondary school level experience. All team members have expertise in assessing the school's learning environment and coaching the administrator as she/he changes the culture of the school through a turnaround model.</p> <p>Since 2009, Innovations Education consultants have served as lead consultants for over 20 Title 1 PRIORITY and FOCUS schools in the state of Utah. 100% of clients served have successfully met exit criteria within state allotted timeframe.</p> <p>Innovations Ed repeatedly demonstrates effectiveness in supporting Title 1 schools in their school turnarounds and transformations. With experienced consultants specializing in Assessment, Instruction, Curriculum, and Instructional Leadership, Innovations Ed has successfully facilitated the development, implementation, and monitoring of improvement plans for numerous Utah schools. The IE team regularly:</p> <ul style="list-style-type: none"> • conducts appraisals for schools entering improvement • presents and interprets appraisal results with all stakeholders • guides leadership teams in the development of school improvement plans that include specific and measurable goals <p>school</p> <ul style="list-style-type: none"> • supports administrators in leading plan implementation • facilitates the development of collaborative processes between state, district, and <p>rates</p> <ul style="list-style-type: none"> • implements sustainable professional development directly tied to focused goals • collects and analyzes data continuously to inform process • transforms schools by increasing student proficiency, student growth, and graduation <p>The Utah State Office of Education recognizes the contributions of the Innovations Ed team to school improvement efforts throughout the state. Consultants have been included on expert panels during state trainings and have also participated in the revision process of state appraisal tools and school improvement plan documents.</p>

2. In selecting external providers, the LEA must take into account the specific needs of the Priority School(s) to be served. These criteria must include, but are not limited to:
 - a. Researching and prioritizing external providers available to serve the school;
 - b. **Contact with other LEAs** currently or formerly engaged with the external provider regarding their effectiveness; and
 - c. The provider identified has a **proven track record of success** in working with similar schools and/or student populations (e.g. success working with high schools or English language learners).

Monument Valley High School

San Juan School District has extensively researched available external providers that: have the experience/expertise to support our student population, are approved by USOE, have a track record of success and are willing to serve our remote location with an energetic and hand-on approach.

University of Virginia Partnership for Leaders in Education has been identified by USOE as the premier external partner for turnaround efforts. USOE is funding a substantial amount of the required cost of these partners. During the Spring of 2015, the school will utilize UVA PLE's School Readiness Assessment (SRA) in place of the traditional Title 1 Appraisal process.

Innovations Educations' current clients include: Davis School District, Jordan School District, Ogden School District, San Juan School District, Uintah School District. Weber School District. Charters: Uintah River HS, Rockwell HS, Dual Immersion Academy, Guadalupe ES. Innovations Education has a wealth of experience working with schools with challenging demographics including poverty, ELL and cultural differences.

Innovations Education serves 20 Title 1 PRIORITY and FOCUS schools in the state of Utah. 100% of clients served have successfully met exit criteria within state allotted timeframe.

Consultants:

- Conducted appraisals
- Facilitated collaborative development of school improvement plans
- Guided schools through improvement process
- Monitored school improvement plan implementation
- Supported leadership teams and administrators in making data informed

decisions throughout improvement process

3. The LEA must describe the alignment between external provider services and existing LEA services:
 - a. **The responsibilities of the external provider and LEA are aligned and clearly defined;**
 - b. The LEA has specifically planned **how it will hold the external provider accountable** to high performance standards; and
 - c. The **capacity of the external provider** to serve the specific needs of the identified school(s) has been clearly demonstrated.

4. The LEA must describe the **reasonable and timely steps** it will take to recruit and screen providers to be in place by the beginning of the 2014-15 school year.

Monument Valley High School

Alignment of Responsibilities:

San Juan School District and UVA PLE has entered into contractual agreement as to the services and expectations of each party engaged in the turnaround effort. The Superintendent works directly with William Robinson, Executive Director UVA PLE to ensure all contractual agreements are met. The Superintendent has a weekly meeting with the school Shepherd to give support and hold her and the school accountable for all turnaround efforts.

Accountability:**External Provider Capacity:**

- [University of Virginia School Turnaround Research](#)

[The State's Role in Supporting Data Use to Drive School Turnaround](#)

Members of the Darden/Curry Partnership for Leaders in Education (PLE) outline ways the state Department of Education can better support districts in creating and implementing a data-driven culture.

[Missouri and Ohio Schools Make Significant Improvement Through UVA Turnaround Program](#)

This study follows 34 elementary and middle schools in Missouri and Ohio throughout the course of their participation in the UVA School Turnaround Specialist Program.

[New Monograph – State-Initiated School Turnaround Strategies: Leveraging the State](#)

[Education Agency to Drive Meaningful Change](#)

Eight states partnered with the PLE School Turnaround Specialist Program to give state education agencies a leadership role in driving, managing and supporting a targeted school turnaround approach.

[No Time to Lose: Turnaround Leader Performance Assessment](#)

Lauren Morando Rhim's brief presents the rationale supporting aggressive turnaround leader assessment and outlines seven critical action steps to increase the success rate of turnaround schools.

[Learning How to Dance in the Queen City: Cincinnati Public Schools' Turnaround Initiative](#)

Lauren Morando Rhim provides a descriptive case study of the Cincinnati Public School District's strategic school turnaround effort.

[Importing Leaders for School Turnarounds](#)

Public Impact explores how non-education sector organizations import leadership, and considers challenges and critical processes for recruiting leaders for school turnarounds.

[Using Competencies to Improve School Turnaround Principal Success](#)

Public Impact's report sheds light on the competencies of school turnaround leaders who succeed in driving rapid, dramatic change.

[Leading Indicators of School Turnarounds: How to Know When Dramatic Change Is On Track](#)

Key principles and processes for guiding the design and use of leading indicators in education.

Annual Reports

[University of Virginia School Turnaround School Specialist Program 2010 Annual Report](#)

This annual report presents a description of the academic performance of schools led by principals who began the program between 2006–09.

[Virginia School Turnaround Specialist Program Research Executive Summary](#)

An executive summary of two major research studies conducted in 2004–05.

[Lift-Off](#)

A profile of how 10 exceptional educators turned around 10 low-performing Virginia public schools.

[Keys to Sustaining Successful School Turnarounds](#)

A review of 15 case studies of elementary school turnaround initiatives that sustained improvements for at least two years in order to identify the changes associated with the turnaround process.

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The USOE will use the Utah 2013 LEA SIG Review Checklist pages 8-9 to review this requirement.

D. The LEA must describe how it will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

1. The LEA SIG application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications must include the following:
 - a. A **list of practices and/or policies that may serve as barriers** to successful implementation;
 - b. Proposed **steps to modify** identified practices and/or policies to minimize barriers;
 - c. A **procedure** in place to identify and resolve future issues related to practices and/or policies; and
 - d. Description of how the LEA will **collaborate with key stakeholders** to implement necessary changes (e.g. associations, administrators, local board of education).

Monument Valley High School
<p>The District believes existing barriers to school reform can and will be overcome. Potential barriers include:</p> <ol style="list-style-type: none"> 1. Policies and procedures related to teacher evaluations. As the teacher evaluation process and performance pay will be tied to student achievement, District policies and procedures will need to be reviewed and possibly revised. The Board of Education reviews policies on a monthly basis and is actively engaged in ensuring that State policy and law are reflected in District policy. The new State UMIE evaluation tool will guide our process. The Association has worked well with the District in the past and will continue to be an active stakeholder in this process. 2. Increased school/teacher governance. The District has invested heavily in forming the SJSD/ABC Framework which sets in motion Professional Learning Communities. These collaborative teams give teachers a voice and a structure to make significant decisions about the instruction and support for students. Monument Valley High School has considerable latitude to determine their school schedule that will allow for student interventions and other necessary structures for increased student achievement as long as they work within parameters of coordination of distance education classes and bussing. Monument Valley's extended time will enhance the Transformation effort. 3. Policies and procedures related to performance pay. The District has successfully used performance pay as part of a 4-6 Math Initiative and previous SIG plan at Bluff Elementary. The Board is supportive of this concept. The LEA Support team will work to ensure the bonuses are fair and are administered in a way that improves teacher morale and brings staffs together toward a common goal, rather than dividing teachers. This will be accomplished through performance pay for—a) language arts and math teachers; b) whole staff based on total school gain of student proficiency. 4. Implementation Fidelity. The LEA Support Team will be actively involved in monitoring and supporting Monument Valley High School as they undergo transformation process. The USOE will be called on for technical support and monitoring as well. The External Evaluator will

give an outside, objective view of the process and make any recommendations for improvement. Innovations Education will give regular onsite and distance communication training and feedback.

The USOE will use the Utah 2013 LEA SIG Review Checklist page 10 to review this requirement.

E. The LEA must include information regarding how it will sustain the reforms after the SIG funding period ends.

1. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
 - a. A **list of the ongoing supports** needed to sustain school improvement after the funding period ends;
 - b. A description of the anticipated local, state, and/or federal **resources that will be committed** to meet the needs identified above and support continued implementation of the model(s) chosen;
 - c. The **written assurance from the district superintendent** or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding; and
 - d. The **written assurance from the local school board** that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding.

Monument Valley High School
The Board of Education and Superintendent Wright are committed to supporting this application. They discussed the application during the February 11, 2014 meeting and signed the following written Assurance letter.

BILL BOYLE
School Board President

DEBBIE CHRISTIANSEN
School Board Vice President



DOUGLAS E. WRIGHT, Ed.D.
Superintendent of Schools

CLAYTON H. HOLT, CPA
Business Administrator

200 North Main Street · Blanding, UT 84511 · phone: (435) 678-1211 · fax: (435) 678-1272 · www.sjsd.org

February 11, 2014

Dear School Improvement Grant Review Committee:

San Juan School District is committed to fully implement the school improvement plan outlined in each of our SIG applications for Montezuma Creek Elementary School, Monument Valley High School and Whitehorse High School. We understand the elements of the SIG Transformational Models as outlined in the LEA assurances document and support those requirements.

The District is committed to sustaining the goals and key elements of the plans after the 3 year period of the additional SIG funding. While we recognize the substantial additional funding will not be available, we are determined to sustain the process of school improvement. The SIG plans are aligned with our District goals and the direction the Board has established for improvement. At the end of the grant period, we will be evaluating each school's plan and progress and are committed to restructuring available budgets to ensure maximum support for the schools' continued progress and successful Transformational initiatives.

Sincerely,

Douglas E. Wright
Superintendent, San Juan School District

Bill Boyle
President San Juan School District School Board

The USOE will use the Utah 2013 LEA SIG Review Checklist page 11 to review this requirement.

Part II: BUDGET

An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority School it commits to serve. NOTE: The amount of funds applied for must include a planned budget for each year of the three years of the grant. The LEA may apply for a minimum of \$50,000 per year per school for each of the three years of the grant up to a maximum of \$2,000,000 per year per school for each of the three years for a total of no more than \$6,000,000 over three years.

1. The LEA budget included in the SIG application demonstrates that the LEA has allocated a reasonable amount for LEA support and school intervention model strategies. Quality budgets include the following:
 - a. The LEA provides a **budget for each Priority School for the three years of the grant;**
 - b. For each school included in the SIG application, the budget includes costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
 - c. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes **costs associated with LEA leadership and support** of the school intervention models;
 - d. The LEA budget includes costs for **purchased professional services** to ensure quality consultants to facilitate research-based reform;
 - e. The budget detail provides sufficient information to support budget requests; and
 - f. The LEA has considered any costs associated with **program evaluation** annually.

Monument Valley High School
BUDGET NARRATIVE
<u>SALARIES</u>
Student Mentor/Advisory payment for 8 elective teachers.
Pay is figured @ \$4,000 a year possible for each teacher)
\$3,000 x 13 = \$ 32,000
\$96,000Total three years.
Student Mentor/Advisory payment for 4 classified aides
Pay is figured @ \$2,500 per year * 4 aides = \$10,000.
Supplemental Salary Stipend-Core Language Arts and Mathematics Teachers
\$5,000 per year x 4 teachers = \$20,000\$20,000 x 3 years = \$60,000
(eligible for payment if properly endorsed and if performance is satisfactory resulting in an offer of contract the following year).
Supplemental Salary Stipends--principal
\$5,000 per year on base salary
\$4,000 retention bonus
\$5,000 housing stipend
\$14,000 a year additional possible;

\$42,000 Total three years

Supplemental Salary Stipend—vice-principal

\$4,000 per year

\$5,000 housing stipend (beginning in year 2); \$9,000 additional

\$ \$22,000 Total three years

--Counselor

\$3,000 per year

\$9,000 Total three years

School Leadership Mentor

2 days per week @ Director 3 Salary Schedule year 1

1 day per week @ Director 3 Salary Schedule years 2 & 3.

\$35,588 year 1; \$18,505 year 2 and \$19,405 year 3 + (4% increase years 2 & 3)

\$73,338 Total three years

After school Teacher Expense

5 teachers @ \$26.50 per hour (30 minutes a day) x 141 days (Monday-Thursday) = **\$31,460**

\$55,746 Total three years

Teacher planning retreat stipends:

17 teachers @ \$100 per day x 4 days = **\$6,800**

\$20,400 Total three years

BENEFITS @ 32%

Mentor Stipend certified teachers @ 32% (\$4,000 *8 = \$32,000 per year/\$96,000 Total 3 years)

Mentor Stipend classified aides @ 25% (\$2,500 *4 =\$10,000 per year/\$30,000 Total 3 years).

Teachers Supplemental Pay

\$20,760 per year

\$ 62,280 Total three years

Supplemental Salary Stipends Principal

32% @ \$19,000 per year. **\$\$23,849 Total three years**

Supplemental Salary Stipend—vice-principal

\$32% @ 4,000 year 1; \$9,000 years 2 & 3 (will include a \$5,000 housing stipend)

\$6,900 Total three years

Supplemental Pay--counselor

\$960 per year

\$2,880 Total three years

CONTRACT SERVICES:

Onsite Days for Monument Valley High School			
Year	PD & Admin Coaching	Quarterly Site Visits	Total Days
<u>1</u>	13	2	15
<u>2</u>	11	2	13
<u>3</u>	9	2	11

Office and Travel Days for Monument Valley High School						
Year	Quarterly Reporting	TRACKER Support	Total Office Days	Total Project Days	Total Travel Trips/Days @ \$2,200	TOTAL DAYS
<u>1</u>	2	1	3	18	5	23
<u>2</u>	2	1	3	16	3	19
<u>3</u>	2	1	3	14	3	17

IE Consultant Fee

\$14,400 year 1 for 18 days @ \$800 per day

\$12,800 year 2 for 16 days @ \$800 per day

\$11,200 year 3 for 14 days @ \$800 per day

\$38,400 Total three years

IE Travel Expenses

\$350 per day travel time year 1 x 5 days = \$1,750

\$350 per day travel time year 2 x 3 days = \$1,050

\$350 per day travel time year 3 x 3 days = \$1,050

\$3,850 travel time Total three years

Hotel @ \$120 per night

Food @ \$20 per day

Mileage @ .56/mile = \$598

\$9,466 Year 1 total travel expense
 \$8,066 Year 2 total travel expense
 \$5,888 Year 3 total travel expense
\$23,420 Total travel expense

University of Virginia/Partnership for Leaders in Education (UVA/PLE)

\$30,000 Year 2 of SIG grant

Participation in UVA costs approximately \$80,000 per school. We anticipate USOE will support this initiative by providing some of the expense that has been offered previously. If USOE cannot contribute, we will need to revise the budget accordingly..

EQUIPMENT-TECHNOLOGY ENHANCEMENTS

PARENT/COMMUNITY INVOLVEMENT:

Annual SIG Orientation Parent Meeting
 Costs cover materials and evening meal for students and their families.
 \$4,000 each year
\$12,000

Parent Involvement Supplies

\$3,000 each year
\$9,000 Total three years

PROFESSIONAL LEARNING BOOKS/SUPPLIES

\$2,000 each year
\$6,000 Total three years

TOTAL DIRECT COSTS \$975,757

Indirect costs @ 2.45% \$23,906

TOTAL ALL COSTS \$999,663

Monument Valley High School-SIG Budget

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Grand Total
<u>Grant Request</u>	<u>297,253</u>	<u>250,074</u>	<u>252,115</u>	<u>799,442</u>
Salaries				
Mentor Stipend Certified Teachers (@ \$4,000 * 8)	\$32,000	\$32,000	\$32,000	\$96,000
Mentor Stipend Classified Aides (4@\$2,500)	\$10,000	\$10,000	\$10,000	\$30,000
Salary Stipend-LA/Math \$5,000 ea. x 4	\$20,000	\$20,000	\$20,000	\$60,000
Principal Retention Bonus	\$4,000	\$5,000	\$6,000	\$15,000
Salary stipend-Principal	\$5,000	\$5,000	\$5,000	\$15,000
Principal Housing Payment Stipend	\$5,000	\$5,000	\$5,000	\$15,000
Salary stipend-Vice Principal	\$4,000	\$4,000	\$4,000	\$12,000
V.Principal Housing Payment Stipend		\$5,000	\$5,000	\$10,000
Supplemental Pay-Counselor	\$3,000	\$3,000	\$3,000	\$9,000
School Leadership Mentor (2 days week yr. 1/1 day after)	\$35,588	\$18,505	\$19,245	\$73,338
Afterschool 5 @ \$26.50 per hr 141 days	\$18,582	\$18,582	\$18,582	\$55,746
School Planning Retreat 18 @ \$100 x 4 days	\$6,800	\$6,800	\$6,800	\$20,400
Parent Involvement Coordinator	\$16,506	\$17,740	\$19,832	\$54,078
SUBTOTAL	\$160,476	\$150,627	\$154,459	\$465,562
Benefits- @ 32% certified/ 25% classified				
Mentor Stipend (Certified Teachers @ \$4,000 *8)	\$10,240	\$10,240	\$10,240	\$30,720
Mentor Stipend (Classified Aides \$2,500*4)	\$2,500	\$2,500	\$2,500	\$7,500
Salary Stipend-LA/Math @ \$5,000*4 * 31)	\$6,200	\$6,200	\$6,200	\$18,600
Principal Retention Bonus	\$1,280	\$1,600	\$1,920	\$4,800
Salary stipend-Principal	\$1,600	\$1,600	\$1,600	\$4,800
Principal Housing Bonus	\$1,550	\$1,550	\$1,550	\$4,650
Salary Stipend-Vice Principal	\$1,280	\$1,280	\$1,280	\$3,840
V. Principal Housing Bonus		\$1,550	\$1,550	\$3,100
Supplemental Pay-Counselor	\$960	\$960	\$960	\$2,880
School Leadership Mentor (2 days per week)	\$11,388	\$5,922	\$6,158	\$23,468
Afterschool 5 @ \$26.50 per hr 141 days	\$5,946	\$5,946	\$5,946	\$17,839
School Planning Retreat 18 @ \$100 x 4 days	\$2,176	\$2,176	\$2,176	\$6,528
Parent Involvement Coordinator	\$5,282	\$5,677	\$6,346	\$17,305
Subtotal	\$50,402	\$47,201	\$48,427	\$146,030
Contract Services-External Partners				
University of Virginia (UVA)	\$30,000			\$30,000
Innovative Education/School Support Team Leader	\$17,600	\$16,000	\$14,400	\$48,000
Innovation Education/SST Travel Expenses	\$11,666	\$10,266	\$8,800	\$30,732
SUBTOTAL	\$59,266	\$26,266	\$23,200	\$108,732
<u>Parent/Community Involvement</u>				

Annual SIG Orientation Parent Mtg.	\$4,000	\$4,000	\$4,000	\$12,000
Parent Involvement Supplies	\$3,000	\$3,000	\$3,000	\$9,000
SUBTOTAL	\$7,000	\$7,000	\$7,000	\$21,000
Supplies				
Professional Learning Books	\$2,000	\$2,000	\$2,000	\$6,000
College & Career Ready	\$11,000	\$11,000	\$11,000	\$33,000
				\$0
SUBTOTAL	\$13,000	\$13,000	\$13,000	\$39,000
Total Direct Costs	\$290,144	\$244,094	\$246,086	\$780,324
Indirect Costs @ 2.45%	\$7,108.54	\$5,980.29	\$6,029.10	\$19,117.93
TOTAL ALL COSTS	\$297,253	\$250,074	\$252,115	\$799,442

The USOE will use the Utah 2013 LEA SIG Review Checklist page 12 to review this requirement.

NOTE: The SEA will annually review each LEAs budget prior to renewal of the grant.

2. The LEA SIG application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:
 - a. A list of the **financial resources that will support the intervention model** (e.g. local, state, federal funds, and other private grants, as appropriate);
 - b. A description of how each of the **financial resources listed above will support the goals** of the school reform effort in the improvement plan; and
 - c. A description of how **LEA program personnel will collaborate** to support student achievement and school reform.

Monument Valley High School
<p>The District will provide the following fiscal resources to support the implementation of this application:</p> <ul style="list-style-type: none"> • Federal funds <ul style="list-style-type: none"> ○ Title 1-salaries for aides and materials for interventions, professional development, enhanced technology support ○ Title 11A—professional development, class-size reduction ○ IDEA-services for Students with Disabilities ○ Title IIII-supports for ELL students, professional development

- State funds
 - Enhancement for at-Risk Students-interventions,software and tutoring at-srisk students
 - Trustlands-academic support for language arts and mathematics
- District funds—Lower student/teacher ratio. Technology
- Subsidized teacher housing and maintenance

All listed funds/programs contribute to the **goals of increased student achievement and school reform** as they support students and teachers in core academic areas.

Program	Amount	Support
Title 1	\$118,350	Reading Teacher % of At-Risk Teacher salary (credit recovery) Supplemental math class
Title 1 FOCUS-transition to SIG	\$88,349	IE Consulting Check & Connect Training Love & Logic Training
Enhancement for At-Risk	\$39,053	% of At-Risk Teacher salary (credit recovery) Intervention support
IDEA	District Budget	SpEd teachers, Supplies, Professional Development
Title III	District Budget	PD-WIDA, SIOP ELL materials
Trustlands	\$19,496	Academic support for language arts and mathematicsGoal # 1 Increase Literacy skills Goal #2 Increase tutoring for students in math and reading Goal #3 Increase motivation toward academic achievement and school attendance
District General Funds	District Budget	Foundation program/facilities + Teacher Housing, Lower

District budgets are figured by formula, which often allows for additional funds for high poverty schools.

The Board is committed to using necessary district resources in years 4 and 5, to continue any successful initiative that is developed during the 3 year SIG grant.

District program personnel are committed to the ongoing and intense work to support school reform. Each director meets at least bi-monthly in Executive Staff Meetings to coordinate these efforts. In addition, directors meet and plan with personnel in their programs to implement supports for student achievement and school reform.

The USOE will use the Utah 2013 LEA SIG Review Checklist page 13 to review this requirement.

3. USOE will ensure that all activities proposed by the LEA receiving the SIG award are allowable expenditures to assist the LEA and school(s) in preparing for full implementation when the 2014-2015 school year begins. USOE has developed a Checklist to review the pre-implementation activities proposed by LEAs as a feedback resource to the LEA. This page of the Checklist will not be added to the overall score of the LEA application as this section is optional. The activities listed below are intended to be examples only. The focus of the activity should be its relationship to the needs of the school and the intervention model chosen for the school. Examples of allowable pre-implementation activities:

The USOE will use the Utah 2013 LEA SIG Review Checklist page 14 to review this requirement.

☒ **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

☒ **Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

☒ **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

☒ **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

☒ **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

☒ **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

☒ **Other Allowable Activities to be described by the LEA**

"Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Monument Valley High School

Pre-Implementation Activities Include:

- | |
|----------------------------------------------------------------------------|
| 1.SIG plan implementation meetings/training for Transformational Principal |
| 2.UVA training for Transformational Principal and Support District Admin. |
| 3. Staff Retreat Training/Orientation- 4 days |
| 5. Schedule College and Career Ready Activities for the year. |
| 5.Check & Connect Training |
| 6.Love & Logic Training |

PART III: ASSURANCES

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will follow U.S. Department of Education assurances:

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- ☒ If the LEA implements a Restart Model in a Priority School the LEA must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- ☒ The LEA must monitor and evaluate the actions the school has taken, as outlined in approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality.
- ☒ The LEA must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- ☒ Report to the SEA the school-level data required under section III of the final requirements.

Utah State Office of Education assurances:

- ☒ The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- ☒ The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. The LEA is required to use an experienced School Support Team Leader

who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff.

Waivers:

1. LEAs may “start over” in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a Turnaround or Restart Model. (This provision is not applicable in Utah due to the State’s approved ESEA Flexibility waiver.)
2. LEAs may implement a schoolwide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40% poverty eligibility threshold. . (This provision is not applicable in Utah due to the State’s approved ESEA Flexibility waiver.)

The USOE will use the Utah 2013 LEA SIG Review Checklist page 15 to review this requirement.

The SEA has established the following timeline to disseminate information to eligible LEAs, provide training, review applications, approve LEA applications, and award SIG 2013 funds:

- Identify potential Priority Schools that fall within the lowest-performing 5% of Title I Schools: November 2013
- Notify Superintendents/Charter Leaders of schools identified as Priority Schools: November 2013
- Individuals contacted to serve on the external Review Panel: December 2013
- Develop the online application process: December 2013
- Hold a pre-bidders' conference: December 11, 2013
- Hold a bidders' conference: January 15, 2014
- Meet with Review Panel: January 16, 2014
- Applications available: January 15, 2014 to February 14, 2014
- Applications due: February 14, 2014
- Review SIG applications: February 18 to February 28, 2014
- Convene Review Panel for recommendations on applications: March 3, 2014
- Notify SIG award recipients: March 7, 2014
- Approved SIG applicants may choose to do pre-implementation activities beginning March 2014
- Approved SIG applicants begin implementation in the fall of 2014